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**High School Teacher Motivation to Engage in Continuing Professional
Development (CPD): A Mixed Method Research Study**

A thesis presented in fulfilment of the requirements for the degree of

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Education

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ABSTRACT

Numerous studies have confirmed that continuing professional development (CPD) is a significant contributor for improving teacher effectiveness. A number of studies also emphasise that teacher motivation to engage in CPD is critical in order to achieve the desired goals of CPD. However, investigations of teacher motivation to engage in CPD is scarce in the literature, particularly in Saudi Arabia. Therefore, this study attempts to address that gap by exploring the motivation of high school teachers in Saudi Arabia to engage in CPD. In addition, the study aims to investigate what influences teacher motivation to engage in CPD. The study adopted a mixed methods research (MMR) approach for collecting and analysing the data. Specifically, it used a sequential explanatory design that starts with a quantitative phase followed by a qualitative phase. To collect the quantitative data, an online questionnaire designed in Google Forms was used. The total sample of online questionnaire participants comprised 425 high school teachers from throughout the country. For the qualitative phase, 29 high school teachers who lived in Jeddah made up six focus groups comprising up to 5 teachers per group. The findings showed that high school teachers were motivated to engage in CPD. Moreover, they highly valued CPD for their professional development. The findings also identified 48 influential factors that highly enhanced teacher motivation to participate in CPD. These factors were organised into four categories: government and policy, school, CPD and personal factors. Based on the findings from the study, a conceptual framework was developed that has the potential to contribute to the knowledge base on teacher motivation to engage in CPD. In conclusion, the study made

recommendations that can assist stakeholders to ensure that teachers are motivated to engage in CPD, as well as providing some suggestions for future research.

DEDICATION

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Firstly, I would like to thank Allah Almighty for everything He has made for me. Surely, I can never thank Allah enough for the countless bounties with which He blessed me. So I beg Him to accept my tiny thanks. Secondly, according to what my prophet Mohammed, peace and blessing be upon him, said: “You will not be thankful to Allah if you are not thankful to people”. So I would like to thank everyone who has given me a hand during this period. In particular, I would like to give huge thanks to my supervisors, Alison Kearney and Sally Hansen, for their valuable and exceptional assistance and support. I cannot stand without their great support. Additionally, I thank all the teachers in Saudi Arabia who took part in this study, particularly the participants who joined in the focus groups. Last and not least, I wish to express my sincere appreciation to my dear wife Yasmeen who always stands with me whenever I need her. Also, I would like to thank my beloved daughters Sarah, Rand, Nesreen and Shatha for their support and patience as I have kept them away from their friends and relatives for a long time.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1. Study Background

It has been acknowledged that continuing professional development (CPD) is important for enhancing teachers' skills, knowledge and effectiveness. There is substantial consensus regarding the benefits of CPD for teachers (McMillan, McConnell, & O'Sullivan, 2014; Rzejak et al., 2014; Schieb & Karabenick, 2011; Kennedy, 2014). For example, Schieb and Karabenick (2011) stated that "teacher professional development (PD) interventions are designed to increase teacher content knowledge and pedagogical content knowledge" (p. 7). In relation to the importance of CPD, considerable national and global efforts have been made in designing, implementing and evaluating teachers' CPD (Alghamdi & Li, 2011; Almazroa, 2013; AFT, 2008; Conley, 2011; Kennedy, 2007). To do so, huge budgets have been invested to ensure teacher professional development through CPD (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Additionally, due to the importance of CPD, numerous researchers have carried out studies to address different aspects of CPD (Broad & Evans, 2006; Darling-Hammond & McLaughlin, 1995; Darling-Hammond et al., 2009; Guskey, 2000; Opfer & Pedder, 2011; Schleicher & OECD, 2016).

The rationale behind such importance of CPD for teachers is that the nature of teaching is complex and multifaceted as it includes delivering service, ensuring learning, and facilitating knowledge, values and skills. Added to this, new knowledge regarding teaching and learning

is being constantly created. Therefore, teachers need to be regularly developing their craft, which includes engaging constantly in professional development programmes to improve their teaching capabilities to ensure a high professional level that promotes student learning.

A growing body of work confirms that CPD have been considered a vitally important vehicle for improving teacher quality, student outcomes and the education system as a whole and this importance has been reflected in modern educational policies around the world (Alghamdi & Li, 2011; Day, 1999; Fraser, Kennedy, Reid, & McKinney, 2007; Friedman & Phillips, 2004; Guskey, 2002; Harwell, 2003; Rzejak et al., 2014; Timperley, Wilson, Barrar, & Fung, 2008; Willemse, ten Dam, Geijsel, van Wessum, & Volman, 2015). The significance of CPD is that they enable teachers not only to maintain skills and knowledge but also to deepen and broaden their knowledge and sharpen their skills, thus improving their students' achievements (AFT, 2008). According to Guskey (2002), CPD aim to bring about change in teachers' classroom practices, their beliefs and attitudes, particularly in relation to student learning outcomes.

To achieve this aim, CPD should be well designed and implemented in order to be highly effective and thus potentially ensure improved teachers' and students' outcomes. An important aspect of successful CPD is consideration of teachers' motivation to engage in such programmes. According to Schieb and Karabenick (2011), recognising teachers' motivation to engage in CPD is imperative in order to achieve its goals, and it should be given high priority. Similarly, Guskey (2002) stated that when teachers are not motivated to engage in CPD, the success of these programmes is less likely. In addition, several studies have attributed the positive outcomes of CPD to various factors, including teachers'

motivation to develop themselves (Fallik, Eylon, & Rosenfeld, 2008). In addition, Adu and Okeke (2014) affirmed that CPD should be viewed as a learning approach; therefore, attention needs to be paid to teachers as learners whose motivation is a critical prerequisite for their engagement. When teacher motivation to engage in CPD is taken into consideration, policymakers can assure effective programmes that achieve the desired goals

1.2. Key Terms

1.2.1. CPD

Continuing professional development (CPD) refers to programmes/activities designed to develop teachers' professional skills, knowledge and practices. These programmes/activities include a wide range of activities from formal approaches (such as courses or workshops) to informal activities during the workday (such as collaboration with peers or independent reading) (Collin, Van der Heijden, & Lewis, 2012; OECD, 2014). The concept of CPD also indicates that teachers should engage in such programmes continually during their careers. Recently, CPD has become a broad concept that includes different learning experiences and emphasises lifelong learning (Fraser et al., 2007; McMillan et al., 2014). According to Zhussupova and Ekibaeva (2012), teacher CPD encompass the process of improving teachers, a process that can begin but should never be finished. Hence, the definition of CPD adopted in the current study is that CPD is a “continuous ... process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisation and their pupils (Padwad & Dixit, 2011).

1.2.2. Motivation

Motivation plays a key role in people's behaviour. Brophy (2013) defined the concept of motivation as is "a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour" (p. 3). Motivation theorists state that people's motivation can be recognised through their choice of tasks, persistence and performance (Brophy, 2013; Schunk, Pintrich, & Meece, 2007; St. George & Riley, & Hartnett, 2008). For example, combining two important factors of motivation – value and expectancy – Eccles and Wigfield (2002) asserted that learner motivation can be described by the value they attach to tasks and the level of achievement they expect. Thus, when a learner values a task but does not expect to succeed in it, or when they have high expectations of success but do not value the task, they will lack motivation to engage in that task. The expectancy and value aspects of motivation can be summed up in two questions: "Can I do it?" and "Do I want to?" Each question involves a range of constructs associated with motivation. Whereas the first question – "Can I do it?" – refers to the beliefs and expectations of learners, the second question – "Do I want to?" – implies the value and needs of the learners (St. George et al., 2008).

1.3. Importance of the Study

Given the importance of motivation in relation to behaviour, there is a critical need to investigate what factors are associated with teachers' motivation to engage in CPD (Conley, 2011; Schieb & Karabenick, 2011). However, despite the importance of teacher motivation

to engage in CPD, there is a lack of research investigating whether teachers, at any school level, are motivated, and what factors influence their motivation to engage in these programmes (Conley, 2011; Guskey, 2002; McMillan et al., 2014; Schieb & Karabenick, 2011). According to Cave and Mulloy (2010), studies on motivation exist in many fields; however, they mostly focus on students', not teachers' motivation.

In the context of Saudi Arabia, although there are some studies that have been conducted on teacher CPD (Alghamdi & Li, 2011; Alharbi, 2011; Qablan, Mansour, Alshamrani, Aldahmash, & Sabbah, 2015), teacher motivation to engage in CPD remains unexamined. Taking this into account, it appears crucial to examine teachers' motivation to engage in CPD in Saudi Arabia and to investigate what factors influence them to engage in the programmes.

Regarding the researcher, the study arose from my general interest in engaging in CPD as a teacher and encouraging other teachers to do so. I have been working as a teacher in Saudi Arabia for approximately 15 years, mostly in high schools. I was interested in enhancing my learning about educational and psychological issues, in particular related to teachers and students. Improving myself generally and professionally is an imperative matter that makes me feel alive. I believe that when teachers improve their professional skills and knowledge, they will make a difference in raising the new generation. Unfortunately, during my career, I have rarely noticed teachers paying attention to topics around teaching and learning aspects, either formally or informally. They were very busy in preparing and following up their students' duties. Hence, engagement in CPD appeared to me it was an individual matter that teachers were uninterested in engaging in. Therefore, I believed that this was an area of interest worthy of deeper investigation.

The current study will be important for stakeholders and policymakers in Saudi Arabia in assisting them to identify to what extent high school teachers are motivated to engage in CPD, whether teachers value the designed programmes, what types of CPD teachers are more motivated to engage in, and lastly what factors influence their motivation to engage in the programmes. This can help policymakers to have a clear picture about teacher motivation to engage in CPD which can enable them to better design and implement it. Furthermore, the outcomes of the study could also make a significant contribution to policymakers' ability to achieve the goals of Saudi Arabia's Vision 2030 which aims to develop the country economically and socially. There is no doubt that teachers are an essential element for any aim to transform the country.

In addition, the current study will contribute to filling this gap in the literature and provide the educational field with important outcomes in relation to enhancing teacher professional development. The study findings can also provide a basis for other researchers to conduct studies on different aspects regarding teacher motivation in relation to CPD as recommended at the conclusion of the study.

1.4. Research Objective

This study aims to investigate Saudi Arabian high school teacher motivation to engage in continuing professional development (CPD) and what influences their motivation to engage in it. It also aims to establish a conceptual framework which will contribute to the knowledge base on teacher motivation to engage in CPD.

1.5. Research Hypotheses

The research hypotheses comprise the following: (i) high school teachers in Saudi Arabia are not motivated to engage in CPD, (ii) teachers in Saudi Arabia do not perceive CPD as having sufficient value to be motivated to engage in its programmes, and (iii) personal factors and teachers' perceptions of the quality of CPD is most likely to be the main reasons for teachers not engaging in CPD.

1.6. Research Questions

1. To what extent are high school teachers in Saudi Arabia motivated to engage in CPD?
2. What value do high school teachers in Saudi Arabia place on CPD for continuing professional development?
3. What types of CPD do Saudi Arabian high school teachers perceive to be most motivating?
4. What influences the motivation of Saudi Arabian high school teachers to engage in CPD?

1.7. Structure of the Thesis

The study comprises seven chapters. The current chapter has introduced the study: a general description of the areas of concern and definitions of the key terms of the study. It has also introduced why this study is important to conduct. Besides, it presents the objectives and

hypotheses of the study. The second chapter provides a brief background of Saudi Arabia and the history of the education system and teacher CPD in Saudi Arabia. Besides, it mentions the new Vision 2030 of Saudi Arabia and its relationship to the education system. It has also outlined reasons for undertaking, the aim of the study and the research questions. The third chapter presents a review of relevant literature. It includes CPD types, reasons for having CPD, the main characteristics of effective CPD and an overview of CPD around the world. Finally, it presents studies and theories related to motivation and concludes with the factors influencing teacher motivation to engage in CPD. The fourth chapter reports the research methodology: research framework, participants and procedures for procuring the participants, instruments and ethical considerations. The fifth chapter demonstrates the integrated findings collected and analysed from both study phases. The sixth chapter discusses these findings based on the research questions. The last chapter provides the conclusion section which summarises the discussion, provides the conceptual framework and offers some recommendations to stakeholders, ideas for future studies, implications and limitations.

CHAPTER TWO

THE STUDY CONTEXT

The current study is focused on Saudi Arabian high school teachers' motivation to engage in CPD. Hence, a brief background information regarding the context of Saudi Arabia, its education system and teacher CPD historically and currently is needed.

2.1.A Brief Background about Saudi Arabia

The Kingdom of Saudi Arabia is a sovereign state located in the southwest corner of Asia. Saudi Arabia is the largest country in the Middle East, consisting of most of the Arabian Peninsula. It is bordered by the Red Sea in the West, the Arabian Gulf, United Arab Emirates and Qatar in the East, by Yemen and Oman in the South and Jordan, Iraq and Kuwait in the North. The total land area of Saudi Arabia is over 2,150,000 square kilometres (830,000 square miles). Saudi Arabia's Red Sea coastline stretches about 1,100 miles, while its Arabian Gulf coastline is roughly 350 miles (Ministry of Foreign Affairs, 2017). According to the General Authority for Statistics, the total population of Saudi Arabia is 33,413,660, with approximately 57.5% males and 52.5% females (General Authority for Statistics, 2017).

While Riyadh is the capital city of Saudi Arabia, Makkah and Al-Madina are the two holy cities in Saudi Arabia that receive millions of Muslims from all parts of the world every year. Makkah is the birthplace where the prophet Muhammad (Peace and blessing be upon him) was born and where the Islamic pilgrimage (Hajj) takes place every year. Al-Madina is the

city of Prophet Muhammad's migration and where he lived until his death. These holy cities give Saudi Arabia high status among Islamic countries. In addition, Jeddah is the commercial capital of Saudi Arabia and it serves as an entrance to the rest of the peninsula. Jeddah is located on the coast of the Red Sea; hence, Jeddah's ports are the main routes for trade (Ministry of Foreign Affairs, 2017).

2.2.Education System in Saudi Arabia

Since the kingdom of Saudi Arabia (KSA) was unified in 1932, the Government has paid considerable attention to education. Historically, the Directorate of Knowledge was established in 1344 Hijri (1925) and marked the launch of the first Department of Education system in the Kingdom of Saudi Arabia. In 1927 a decision was made to establish a Council for Knowledge which aimed to develop the Educational System in the Hijaz Region. Over time, the Directorate of Knowledge expanded to cover other regions in the Kingdom. The Directorate began with four schools, which then increased to 323 schools. The Directorate of Knowledge expanded and developed to become the Ministry of Knowledge in 1951 which was mainly involved in boys' education. King Fahd Bin Abdulaziz Al-Saud was the first Minister of Knowledge (Ministry of Education, 2017). Nine years later, the General Presidency for Girls' Education was established in 1960 with a budget of \$4.4 million (Ministry of Education, 2017).

The Presidency was in charge of 15 primary schools and the Institute of Female Teachers' Education. However, the two education systems were combined under the Ministry of Knowledge in 2002. A year later, the Ministry of Knowledge was renamed the Ministry of

Education (Ministry of Education, 2017). Since then, the education system has been expanding to keep pace with the population and their educational needs. Table 2. 1 shows the 2017 statistics of the Ministry of Education: in 2017, Saudi's nationwide education system consisted of approximately 37,447 schools, 5,522,906 students and 475,903 teachers (Ministry of Education, 2017).

Table 2. 1

Statistics of Schools, Classrooms, Students and Teachers in KSA

Schools	Classrooms	Students	Teachers
37447	339220	5522906	475903

The education system in Saudi Arabia is single-sex. Male pupils study exclusively in boys' schools with male teachers while female pupils study in girls' schools with female teachers. While education is compulsory for all Saudi children who reach the age of six, the Ministry of Education provides students with free education, textbooks and health services. The Government of Saudi Arabia always invests huge budgets in education in order to achieve educational objectives. General education consists of four levels: (1) kindergarten for children who are aged 3 to 6 years old; (2) primary school for six years, for children aged from 7 to 12 years old; (3) middle school for three years, children aged from 13 to 15 years old; and (4) secondary school which provides for three years as well, for students aged from 16 to 18 years old. Each year has two terms in which students are assessed at the end of each term through comprehensive exams. Students need to pass these exams to move to the next

year. However, in primary schools, students are mostly not required to take any exams as they are assessed continuously throughout the whole year (Alharbi, 2011).

Higher education has also progressed and expanded rapidly in most of the disciplines. A total of 30 high-capacity governmental universities have been geographically distributed among the areas of KSA. All these universities are connected to the Ministry of Education, yet have a high degree of academic and administrative independence (Ministry of Education, 2019).

2.3.Saudi Arabia Vision 2030 and Education

Recently, Saudi Arabia has launched Vision 2030 representing efforts to improve all aspects of the country's national wellbeing and development. The Crown Prince Mohammed bin Salman bin Abdulaziz said:

Our ambition is for the long term. It goes beyond replenishing sources of income that have weakened or preserving what we have already achieved. We are determined to build a thriving country in which all citizens can fulfil their dreams, hopes and ambitions. Therefore, we will not rest until our nation is a leader in providing opportunities for all through education and training, and high-quality services such as employment initiatives, health, housing, and entertainment. (Saudi Vision2030, 2016).

In order to improve the country's future, Vision 2030 has been built on three pillars: a vital society, a thriving economy and an ambitious nation. Regarding the first pillar, Vision 2030

stresses the importance of the happiness of citizens and residents to the leaders of KSA which can be accomplished by ensuring social well-being, good quality of life and healthy lifestyles. Further, it states that the goal of the Kingdom is to enhance social development in order to strengthen productivity. Hence, it will aim to build core family values, provide education that teaches children successfully, and establish empowering health and social care systems (Saudi Vision2030, 2016).

Secondly, Vision 2030 affirms that enhancing KSA children's skills and competencies is highly important. Therefore, the Kingdom aims to enhance recognition, offers opportunities and supports children to achieve the necessary skills for successful lives. The Kingdom also will strengthen the economy to provide job opportunities and attract talented and qualified people from elsewhere.

Finally, Vision 2030 highlights that KSA desires to build a country where all citizens are involved in cooperative efforts. Thus, all citizens will have roles and responsibilities, regardless of which sector they work in. They will need to work hard to assist in achieving these ambitions and to be responsible as part of the Kingdom's society.

Vision 2030 sets out an aspirational road map for enhancing educational reforms that lead to achieving its goals. This road map emphasises several points including the following. The education system will make sure that all Saudi Arabian children develop good character and enjoy higher quality, comprehensive education. Thus, it has been affirmed that investment needs to be provided to improve early childhood education. Moreover, the map stresses that students in Saudi Arabia should achieve results above global averages in relation to

international education indicators. It also confirms the importance of investing in education and training so that citizens are equipped for future jobs. Hence, efforts need to be made to ensure that educational outcomes are compatible with market needs. To achieve these goals, the Vision identifies an urgent need to prepare a contemporary curriculum that aims to achieve high standards in literacy, numeracy, skills and character development. Additionally, it affirms the importance of preparing and training teachers and school leaders to be qualified for this optimistic future (Saudi Vision2030, 2016).

Due to the significant role that every education system plays in achieving any reforms, Vision 2030, along with several transformative programmes and initiatives which emerged from the vision, stresses the importance of reforming the education system in KSA to accomplish its goals. Hence, as the Crown Prince Mohammed bin Salman stated above about the importance of education regarding the Vision, the desired success of this Vision, and other national plans, largely depends on an ideal education system. Hence, the Ministry of Education will face many challenges in improving the whole educational system.

2.4.Overview of Teacher CPD in Saudi Arabia

In Saudi Arabia, some researchers (e.g. Alghamdi and Li, 2011; Alharbi, 2011; Qablan et al., 2015) have traced the development of CPD since the first Department of Education was established. There were multiple attempts to prepare and develop teachers implemented by the Ministry of Education. Alharbi (2011) claimed that the first programme of preparing teachers was around the mid-1920s. However, Alghamdi and Li (2011) stated that 1954 was the beginning of CPD in KSA. In that year, the Primary Institutes were established to prepare

teachers for primary schools. Eventually, there were 37 such institutes around Saudi Arabia that prepared thousands of teachers for primary schools (Alharbi, 2011). Alharbi (2011) noted that these institutes were replaced by Secondary Institutes which were spread around Saudi Arabia to reach a total of 17 institutes in 1975 preparing more than 600 teachers. In 1990, these institutes became teacher colleges which prepared teachers for primary schools over a period of four years. Later on, these colleges were renamed Colleges of Education and supervised by universities.

For in-service teachers, Alghamdi and Li (2011) reported that the Ministry of Education established the General Directorate of Training and Scholarship (GDTS) in 1975. The main aim of GDTS is to achieve continuous professional development for teachers, prepare teachers for needed disciplines and make the system for training teachers compatible with contemporary global trends. However, due to the increasing number of teachers, the Ministry of Education established 45 centres for educational training and scholarship around Saudi Arabia in 1997 (Alghamdi & Li, 2011). Since then, Educational Training Centres have been in charge of designing and implementing CPD. Alharbi (2011) provided a brief historical overview of programmes implemented since 1963 as shown in Table 2. 2 developed by the current researcher.

Table 2. 2

Summary of CPD Implemented since 1963 in Saudi Arabia

N	CPD	Dates	Objective
1	Summer Courses	1963 - 1995	A study plan included 36 hours a week for 50 days for two years and consisted of education, psychology-based and scientific courses
2	Teachers' Night Institutions	1955 - 1965	To upgrade in-service teachers who entered teaching without sufficient qualifications, and provide teachers with appropriate knowledge of local culture and introductory principles in education, psychology and teaching methods. The study lasted for 3 years.
3	Multiple Sessions	1965 - 1966	For teachers who graduated from summer courses and for night institution teacher graduates.
4	Supplementary Studies Centre	1965 – 1966	Established in two cities – Riyadh and Taif – to upgrade old primary teacher institution graduates. Closed in 1980
5	Teaching Qualification Programme for Unqualified Teachers	1973 – 1974	To provide a diploma degree for those teachers who did not have a teaching qualification, for one year.
6	Short Summer Courses Overseas	1973 – 1974	A group of English teachers were sent to the United Kingdom to improve their English language and teaching methods
7	Multiple Short Courses	1980 present	– Provided by the supervision and training department in each area for one-day workshops

Alghamdi and Li (2011) considered the previous years as the first stage, while the second stage began in 2006 when the King Abdullah bin Abdul-Aziz Public Education Development Project “Tatweer” was launched to improve the quality of education in Saudi Arabia. In accomplishing this, Tatweer aims to enhance teacher professional development as an

embedded activity in schools which are considered professional learning communities where teachers learn from each other on a continuing basis (Tayan, 2017). Tatweer implemented several programmes for teachers, concentrating on the rehabilitation and training of teachers (Alghamdi & Li, 2011). Alyami (2014) reported that teachers in Tatweer schools have engaged in intensive professional development programmes that enhanced their professionalism and helped achieve school objectives. According to Tatweer's vision, the project aims to enhance a model of schools that leads to change and reform of education in Saudi Arabia (Tayan, 2017).

The Tatweer School model was built on five principles:

1. Excellence for all: Each student deserves to excel and reach maximum ability. Each teacher deserves to be respected and trained to perform their role in the school.
2. Commitment from all: All school employees are committed to the values of the school, faithful to its mission, sincere in achieving its goals and following its policies and regulations.
3. Accountability for all: All school members are responsible for their performance, and the school employs educational reinforcement (positive and negative) according to the quality of performance for all school members.
4. Professionalism from all: Practices of school employees should be derived from reliable educational knowledge, and practices and decisions are based on evidence.
5. Transparency and clarity by all: Transparency and clarity in presenting results and achievement levels, including negatives and positives of the school's performance to stakeholders (National School Development Programme, n.d.).

There are two phases for implementing the Tatweer school model. The first phase began in 2007 when the project was carried out on 50 secondary schools: 25 boys' schools and 25 girls' schools. These schools were selected based on certain criteria and characterised as smart schools as the project provided them with advanced technology. The second phase started in 2011 when the Tatweer project plan was modified and moved from smart schools to the school development model (Alyami, 2014). In the second phase, the project has a focus on school capacity so the school should be able to manage itself. Table 2. 3 shows information comparing these phases of Tatweer schools, derived from Alyami's study.

Table 2. 3

Information about Two Phases of Tatweer Schools in Saudi Arabia

Objective	Phase One	Phase Two
Dates	2007 – 2011	2011 - present
Number of schools	50 secondary schools	Design phase (2011-2012) Application phase (2012-2014): to be applied in 215 schools Generalisation phase (2014-2017): planned to apply in all public schools (Not yet)
The cost	Extremely costly	School manages itself
Supervision	One Educational Expert supports and visits school weekly	Tatweer Unit Members who support and coach school staff
The organisation	The leader of school	Two important factors: 1. School Board of Governors. 2. Excellence Team

In addition, the Ministry of Education established an educational excellence award around 2009 and it is provided annually. The award aims to encourage the educational community, highlights their achievements, and continuously stimulates optimal educational and

administrative performance (Education Excellence Award, 2018). Sub-goals of the award include highlighting the role of the distinguished scientifically and administratively honouring them and supporting their position in society. Raising the spirit of positive competition among students to achieve excellence and creativity. Dissemination of educational and administrative practices to improve the level of performance. This award is not exclusive for excellent teachers, but it includes principals, students and others (Education Excellence Award, 2018). According to the list of winner teachers in the last few years, it seems that 20 teachers are awarded every year, 10 males and 10 females. This could encourage teachers to engage in the award areas to be awarded. However, the small number of awarded teachers could discourage teachers from engaging in because of the low potential to win with a half a million teachers in Saudi Arabia.

It is believed that the Excellence Award can play a significant role in enhancing teacher performance, however, it appears that there is a need to investigate the impact of such an award on teacher motivation to engage in CPD.

Recently, the Ministry of Education has established the School Immersion Project “Khebrat” which seems to be a reflection of Vision 2030. The aim of this project is to send a number of Saudi Arabian educators to some countries whose educational systems have a good reputation in order to develop their understanding of other education systems. The hope is that the Saudi Arabian educators should then return to their country bringing new ideas, skills and knowledge. To date, around 1200 educators have been sent to nine countries, including New Zealand (NZ). Early in 2018, approximately 100 teachers, with their families, arrived in NZ in order to immerse themselves in schools in Auckland, Hamilton and Wellington for

three terms. At the end of the programme, each educator is required to provide an educational project idea that reflects their experiences to the Ministry of Education for application in Saudi Arabian schools. While teachers have expressed their satisfaction with the outcomes of the project, the final goal of such programmes appears unclear. Some teachers have said that they will individually apply their learning from these new experiences in their own schools in Saudi Arabia.

Apart from the Khebrat Project which does not seem to have been evaluated by researchers yet, it has been claimed that CPD implemented in Saudi Arabia are mainly short training sessions and workshops using lectures and discussion methods (Alghamdi & Li, 2011; Qablan et al., 2015). Although there have been many attempts at designing and implementing teacher CPD, the effectiveness of such programmes remains in question (Alghamdi & Li, 2011; Qablan et al., 2015). It is believed that these programmes mainly focus on pedagogical knowledge and ignore practical, skills, and content knowledge (Alghamdi & Li, 2011; Qablan et al., 2015). According to Alghamdi and Li (2011), many studies carried out to evaluate CPD in Saudi Arabia have found that the programmes have not taken into consideration teachers' different needs. Further, Alharbi (2011) describes CPD as 'one size fits all' and says they do not meet their objectives. Thus, there are constantly urgent calls for revisiting CPD (Alghamdi & Li, 2011; Alharbi, 2011; Almazroa, 2013; Qablan et al., 2015; Sabah, Fayez, Alshamrani, & Mansour, 2014). Alharbi (2011) reported that the literature on teacher CPD in Saudi Arabia seems to be limited. However, although there have been several attempts by Saudi Arabian researchers to examine teacher CPD in relation to different aspects (e.g. the impact of CPD, the vision and policies of CPD, evaluating CPD, implementing the programmes for new teachers and focusing on science

and mathematics teachers only), it seems that no attention has been paid to teacher motivation to engage in CPD and the factors that enhance or hinder their motivation to engage in such programmes. In fact, although it has been stated that many CPD fail for various reasons, including that these programmes do not take into consideration what motivates teachers to engage in such programmes (Guskey, 2002), this issue remains unaddressed not only locally but also globally as confirmed by several studies (David & Bwisa, 2013; Kwakman, 2003; Adu & Okeke, 2014; Wan & Lam, 2010).

CHAPTER THREE

LITERATURE REVIEW

Drawing on relevant literature on teacher CPD and teacher motivation, this chapter reviews a number of studies that have been conducted on teacher CPD, reviewing the meaning of CPD and similar concepts, the value of CPD for teachers and CPD types. As well as this, it reviews studies related to teacher motivation in relation to CPD and what influences teacher motivation to engage in CPD.

3.1. Teacher CPD

3.1.1. Teaching profession

Teachers are a critical component of the educational system. Thus, high expectations have been placed on teachers regarding their professional development which can bring benefits not only for their student learning, but also the education system and the whole society. Darling-Hammond (2006) stated that education has become increasingly important to ensure the success of both individuals and society. To achieve this success, she claimed that there is a growing body of evidence showing that teachers' abilities and qualities play a critical role in contributing to boosting education and students' outcomes (Darling-Hammond, 2006).

Teachers, therefore, should be equipped with the necessary skills and knowledge to meet these expectations. Numerous studies state that teachers should be aware of issues related to

learning and teaching aspects, including their subject content knowledge, pedagogical content knowledge, classroom management strategies, and relevant education system standards (Beavers, 2009; Collinson & Sherrill, 1996; Guerriero, 2014). Teachers also need to be skilful in communication, decision making and problem-solving, to be expert in how to teach effectively and in their understanding of every child needs (Beavers, 2009; Cranton, 1996; Darling-Hammond, 2006). Beavers (2009) also stated that it is critical for teachers to reflect effectively and continuously on what and why they do what they do, what works for them, and why it is important in their contexts.

Blomeke and Delaney (2014) provided a model that describes the main components of teachers' professional abilities, see Table 3. 1. The model consists of cognitive abilities and affective motivational characteristics. Cognitive abilities involve professional knowledge, general pedagogical knowledge, content knowledge and pedagogical content knowledge, whereas effective motivational characteristics include professional beliefs about teaching and learning and the subject content, self-regulation and motivation.

Table 3. 1

Professional competence of teachers adapted from Blomeke and Delaney (2014)

Cognitive Abilities	Effective Motivational Characteristics
Professional knowledge	Professional beliefs about teaching and learning and the subject content
General pedagogical knowledge	Self-regulation

Given the complexities and difficulties associated with teaching, improving teacher quality is critically important, particularly in the contemporary world. The current world is marked with rapid changes where new knowledge is constantly emerging. As a result, standards and goals of education are also changing (Darling-Hammond, 2006; Saavedra & Opfer, 2012). Hence, the challenges that face teachers have become more complex and teachers confront these complexities every day in their practice. In this sense, society also has higher expectations of teachers and requires increasingly complex effective skills and knowledge to succeed (Darling-Hammond, 2006).

The OECD (2005) stated that the changes of the 21st century urgently confirm that it is imperative to have highly skilled teachers who are capable of contributing to better education and enhanced student learning. Similarly, Darling-Hammond et al. (2009) stressed that to enable students to achieve a high level of learning, there is a critical need for teachers to have proficient teaching skills and a high level of knowledge.

Indeed, the rapid continuously changing world and the exponential growth in knowledge demand “teachers who are well qualified, highly motivated, skilful and knowledgeable, not only at the point of entry into teaching but also throughout their careers” (Day & Sachs, 2004, p. 3). As such, several researchers confirm the importance of continuing professional development (CPD) for teachers to keep up with these changes through updating and meet the changing needs (Collinson et al., 2009; Day & Sachs, 2004; Phillips, 2008). Day and

Sachs (2004) declared that “CPD is no longer an option but an expectation of all professionals” (p. 4). Phillips (2008) confirmed that unless there is a focus on enhancing teachers’ professional development through effective CPD, it is unlikely for these goals to be achieved.

3.1.2. The concept of CPD

Continuing professional development (CPD) is a term that has been widely used over decades in several professional fields, including teaching, engineering, nursing and law (Earley, 2010; Henwood, Edie, Flinton, & Simpson, 1998; Galloway, 2000). Many studies provide a definition of CPD which states that CPD generally refers to a range of activities, formal or informal, arranged for teachers to develop their abilities, enhance their performance and improve their students’ learning (e.g. Cole, 2012; OECD, 2014). Additionally, it has been confirmed that CPD needs to be based on continuity throughout the professional life (AFT, 2008; Blomeke & Delaney, 2014; Cole, 2012; Day, 1999; Earley, 2010; Galloway, 2000; Henwood et al., 1998; Stoll, Harris, & Handscomb, 2012).

Having discussed and explored many definitions, Day (1999) developed a comprehensive definition of teacher CPD which stated that:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others,

teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. (p. 4)

From synthesising the definitions of CPD reported in the literature, several points emerge. First, CPD should provide a range of opportunities and activities through which teachers can learn more knowledge and develop their skills (Cole, 2012; Day, 1999; Earley, 2010; Hinchliff, 2000; Stoll et al., 2012). While some researchers call them formal and informal activities (Cole, 2012; Stoll et al., 2012), Day (1999) described them as “natural learning experiences and [...] conscious and planned activities” (p. 4). This point will be further discussed in the section of CPD types3.1.4).

Second, there is a consensus among studies that CPD should aim to improve and broaden teacher professional and personal skills and knowledge and students’ learning as well (AFT, 2008; Blomeke & Delaney, 2014; Cole, 2012; Day, 1999; Earley, 2010; Galloway, 2000; Henwood et al., 1998; Hinchliff, 2000; Stoll et al., 2012). While some studies confirm that CPD should enhance teacher professional abilities to boost their teaching performance, others state that CPD should also focus on improving teacher personal qualities that are necessary for their teaching profession (Day, 1999; Henwood et al., 1998). Examples of these personal qualities are emotional intelligence (Day, 1999), making decisions and solving problems skills (AFT, 2008).

In addition, some studies state that CPD is expected to contribute to not only enhancing teachers, but also to improving student outcome and the whole school system and staff (Day, 1999; Earley 2010; Hinchliff, 2000). The section of the value of CPD will provide further discussion about this point (3.1.3).

Third, many studies describe CPD as programmes/activities offered for in-service teachers only (Earley, 2010; Stoll et al., 2012). However, other studies generalise it to include pre-service teachers as well (Cole, 2012). Day and Sachs (2004) stated that it is believed that CPD provided for pre-service teachers were inadequate in terms of preparing capable novice teachers, thus, they claimed that CPD for in-service teachers was designed in order to fill this shortage and then to raise the standards of teaching.

Finally, studies affirm that CPD should be built upon an ongoing process through which teachers can continuously develop their effectiveness (Earley, 2010; Stoll et al., 2012) throughout their career life (Beavers, 2009; Cole, 2012; Day, 1999; Earley, 2010; Galloway, 2000; Henwood et al., 1998; Hinchliff, 2000; Stoll et al., 2012). The studies emphasise the continuity of CPD that teachers engage in not only at a certain stage of their career, but throughout their professional life. Although the concept of continuity is critical for CPD, it has been further confirmed in the current century where knowledge and challenges are growing rapidly. Thus, many researchers. Such as Buntat et al., (2013) claimed that it is critical for teachers to be able to continue to learn in the 21st century.

To sum up, CPD consists of a wide range of learning activities, formal and informal, with which teachers engage continuously throughout their professional lives in order to improve

and develop their professional and personal skills, knowledge and practices to be more efficient and effective in enhancing students' learning outcomes and contributing to an improved education as a whole.

3.1.2.1. Similar concepts to CPD

The literature shows that there are other concepts which seem to have a similar meaning to CPD. Examples include professional learning (PL), professional development (PD), professional learning and development (PLD), and teacher professional development (TPD). Interestingly, it has been found that many studies that use these terms, without having the phrase “continuing” (C), imply also the meaning of the continuity of professional development directly or indirectly (e.g. Marx, Blumenfeld, Krajcik, & Soloway, 1998; Mizell, 2010; Niemi, 2015; Powell & Bodur, 2019; Shaban & Egbert, 2018; Timperley, Wilson, Barrar, & Fung, 2008; Yamagata-Lynch & Haudenschild, 2009).

For example, Grundy and Robison (2004) stated that the value of professional development for teachers was realised when it links to enhancing the continuous development of teachers' professional practices. Also, Yamagata-Lynch and Haudenschild (2009) reported that among the positive outcomes of professional development is that teachers engaged in activities that helped them to renew and update their knowledge and practice. Other studies state that educational leaders should enhance teacher learning through providing useful and ongoing opportunities (Desimone, Smith and Ueno (2006); Timperley et al., (2008).

In fact, the term “professional development” itself may assume that the development should be throughout the period of being involved in a profession. Grundy and Robison (2004) cited that “one of the hallmarks of being identified [...] as a professional is to continue learning throughout a career, deepening knowledge, skill and judgement, staying abreast of important developments in the field and experimenting with innovations that promise improvements in practice.” (p. 149)

While this difference in the terminology describing professional development has confused some researchers regarding the differences and similarities between them, a number of researchers take a more relaxed view and mix them when addressing professional development (e.g. McMillan et al., 2014; Mizell, 2010). Having reviewed several studies that address teacher professional development, it seems apparent that there is no real difference between these terms. Hence, McMillan et al. (2014) declared that the attempts at differentiating between CPD and professional learning (PL), for example, are unnecessary. Likewise, Mizell (2010) stated that “People often use other names, including staff development, in-service training, professional learning, or continuing education. Whatever the term, the purpose is the same — to improve learning for educators and students.” (p. 5). As a result, the current study will adopt the term CPD as it has been frequently used for a long time in relation to teacher professional development.

Nevertheless, there are two concepts that have close relevance to the concept of CPD which might be beneficial to address. These are lifelong learning and teachers as learners. While both are related to teacher learning, they have some similarities to CPD and some differences as well.

Lifelong learning

Lifelong learning is an important concept for teachers which involves many similarities to the concept of CPD, with some differences. Similar to CPD, the concept of lifelong learning has been used for a long time. According to Galloway (2000), lifelong learning was a term adopted by UNESCO in 1970. Lifelong learning has been defined as a process of constant learning throughout life through which individuals can engage in different activities to learn and develop their knowledge, skills and values (Demirel, 2009; Galloway, 2000; Laal, 2012; Musset, 2010). Other researchers, such as Demirel (2009), claim that lifelong learning helps learners to remain updated in their fields.

The definition of lifelong learning is generally similar to the concept of CPD. Hence, Galloway (2000) claimed that “any material on CPD is now likely to refer to lifelong learning” (p. 3). However, there are similarities and differences between these concepts. The similarities include the following. Firstly, they both emphasise the continuity of learning and development throughout a long period of time. CPD is related to the period of the career or teaching profession, while lifelong learning relates to the lifetime. In addition, they comprise a wide range of learning activities. Demirel (1999) stressed that lifelong learning includes a wide range of learning opportunities, formal and informal. Secondly, these concepts have the same goal which is to improve individual knowledge and skills and to be updated in their professional domains (Demirel, 2009; Duta & Rafaila, 2014; Galloway, 2000).

On the other hand, there are some differences between these concepts. The main difference is that CPD is constrained by the career time, while lifelong learning is broader and has no limitation to specific times. According to Demirel (2009), lifelong learning comprises the process of ‘cradle to grave’ throughout life without any constraints of times, years, or certain institutions. Moreover, CPD is mostly intended to have more emphasis on professional skills and knowledge whereas lifelong learning seems to be wider and combining both professional and personal skills. Therefore, some researchers consider CPD as a crucial element of lifelong learning which can be encompassed within the framework of lifelong learning (Galloway, 2000).

In relation to teacher professional development, Musset (2010) claimed that teacher professional development is lifelong learning which begins with teacher preparation and continues throughout their career until retirement. McMillan et al. (2014) went further and claimed that the concept of CPD has shifted from the early approach of CPD regarding quality and capability to CPD as the broad concept of lifelong learning which includes professional and personal learning. However, despite the fact that the concept of CPD has extended to include a wide range of activities and aims to enhance teacher professional and personal skills, it seems inaccurate to state that CPD is lifelong learning, in particular when considering the differences between these concepts. A more accurate approach might be to consider the idea proposed by Wong, Boey, Lim-Teo and Dindyal (2014) who stated that it is important to “consider pre-service and in-service teacher education along a continuum of life-long learning” (p. 184).

Lifelong learning and CPD concepts stress the importance for teachers engaging in learning and developing experiences to enhance their quality. The other concept related to CPD then is teachers as learners which emphasises the concept that teachers should be considered as learners who engage in different learning activities to learn new knowledge and skills.

Teachers as learners

The concept of *teachers as learners* has an emphasis on teacher learning and suggests that teachers should engage in learning activities to obtain new knowledge and experiences without a definite indication of continuity and time. Similar to CPD and lifelong learning, the concept of *teachers as learners* also has been employed for decades. The literature on teacher learning emphasises the importance of the knowledge and learning experiences that teachers have in relation to their teaching quality (Cochran-Smith & Lytle, 1999; Guerriero, 2014).

Teachers are individually different with regard to knowledge and learning needs (Timperley et al., 2008). Hence, when they engage actively in learning activities, they can obtain knowledge and enhance individual learning experiences. There are a wide range of learning opportunities, both formal and informal, where teachers can address their individual learning needs through active engagement (Postholm, 2012).

Teacher learning and teacher professional development are interrelated. Both concepts stress the importance of teachers' growth in their knowledge and skills through engagement in various ways. Postholm (2012), defined teacher professional development as "how they learn

to learn and how they apply their knowledge in practice to support pupils' learning" (p. 405). In addition, as professional development should be implemented continually to ensure its effectiveness, Garet, et al., (2001) confirmed that teacher learning will be effective if it focuses on what teachers need, connects to daily work, and is ongoing.

Cochran-Smith and Lytle (1999) provided three aspects of how teacher knowledge functions in relation to teaching and learning practices to help provide an understanding of the concept of teacher learning/ teachers as learners. Firstly, *knowledge for practice* which refers to the importance of having more knowledge to enhance teaching practice within classrooms. Cochran-Smith and Lytle (1999) view highly experienced teachers as those who are deeply knowledgeable in their subject contents and aware of teaching strategies that are most effective for boosting student learning. When teachers actively engage in learning activities/ CPD, such as workshops and conferences, to enhance their knowledge, this will hopefully result in improving their practices in classrooms.

Secondly, *knowledge in practice* which refers to the idea that teachers learn while they practice and reflect on their teaching. Teachers can learn in the daily situations in their classrooms through their reflection on and after these situations and through spontaneous responses to learning experiences. Multiple opportunities occur in the classroom to help teachers to self-improve if they employ critical enquiry, analysis and self-oriented evaluation skills (Calderhead, 1989) of their values, expectations, decisions and learning.

Thirdly, *knowledge of practice* refers to what Cochran-Smith and Lytle (1999) claim is knowledge usage and generation. This idea involves understanding the meaning of producing

knowledge, the importance of knowledge and for whom and how knowledge should be used and evaluated. This notion fits with the idea of *teaching as inquiry*; the continuing inquiry that teachers should do in their daily practices (Timperley et al., 2007). According to Guerriero (2014), teachers should be able to evaluate and analyse specific learning situations to be able to connect gained experiences to their specialist knowledge regarding the process of teaching-learning.

3.1.3. Why is CPD important?

It has been broadly acknowledged that CPD provides numerous advantages in relation to enhancing teacher abilities, student learning outcomes, the quality of the whole school and educational reforms (Almazroa, 2013; Darling-Hammond et al., 2009; Day, 1999; Kennedy, 2014; Schleicher & OECD, 2016). The literature shows that teachers need to be well-prepared with a wide range of skills and knowledge regarding their teaching skills and their students' learning. According to Day (1999), the dynamic and complex nature of teaching requires that teachers engage constantly in learning activities. Musset (2010) stressed that enhancing teacher abilities has a significant influence on teaching effectiveness and other aspects of education. Therefore, it has been considered that one of the main goals for designing CPD is to enhance teachers' skills and knowledge (Cohen, 1995; Desimone, 2011; Desimone, Porter, Garet, Yoon, & Birman, 2002; Goodall, Day, Lindsay, Muijs, & Harris, 2010; Guskey, 2003; Stoll et al., 2012; Williams, 2007). This imperative has become more important in the current world, where the knowledge is rapidly changing and growing exponentially, in order to enable teachers to keep pace with contemporary skills of teaching

and learning (Desimone, 2011; Desimone et al., 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001).

CPD can help teachers increase their knowledge and understanding of specific disciplines and new concepts, enhance their ability to represent particular concepts, and make use of the most effective strategies to handle the misconceptions of specific content (AFT, 2008; Lessing & De Witt, 2007; Timperley et al., 2007). Also, Timperley et al. (2007) stated that CPD is considered important for empowering teachers with a better understanding of their students, how to assess their learning outcomes, and knowing the best ways that students can learn.

Moreover, CPD is important in relation to meeting teachers' professional and personal needs which can enhance their effectiveness (David & Bwisa, 2013). These needs include a high number of skills, assessments and analysis skills, interpretation of student learning, class management, problem-solving, decision-making, researching skills and technology skills (David & Bwisa, 2013). Because teachers are different and have different needs, CPD can address individuals' needs to ensure enhance the quality of each teachers (Lessing & De Witt, 2007; Timperley et al., 2007). Hence, some CPD is designed to fulfil these individual needs, such as mentoring and coaching (Alharbi, 2011).

In addition, the literature confirms that CPD has an important impact on promoting students' learning outcomes. According to Stoll et al. (2012), improving students' outcomes should be considered the main purpose of CPD. Musset (2010) reported that a positive connection has been found between the quality of teachers and the performance of their students and this

has been supported by Timperley et al. (2007) who found that “teachers’ knowledge, skills, attitudes, and dispositions have direct and serious implications for the success of the students they teach.” (p. 9). Darling-Hammond et al. (2009) also argue that to enable 21st century students to achieve a high level of thinking and skills, teachers have to be equipped with the necessary teaching skills and a high level of knowledge.

CPD can also have an impact on whole-school improvement. Studies confirm that the quality of the school education system is closely linked to the quality of teachers (Day, 1999; Scheerens, 2010). Lessing and De Wit (2007) reported that there was a strong connection between successful CPD and the quality of the whole school development. Similarly, Stoll et al. (2012) stated that effective CPD that enhance the effectiveness of teachers’ practices will also contribute to effective schools. When the quality of school members, teachers’ skills and students’ learning, has been enhanced through CPD and teachers share knowledge and ideas and support each other to address their students’ issues and enhance students’ learning, it can result in raising the quality of their whole school (Curwood, 2011; Poskitt, 2005; Postholm, 2012; Timperley et al., 2008).

Moreover, CPD can play a critical role in relation to educational reforms. The literature on CPD report that with the recent focus on educational reforms, enhancing teacher quality has been considered the cornerstone to achieving these reforms (Desimone, 2011; Desimone et al., 2002; Schleicher and OECD, 2016). Scheerens (2010) cited the consensus of opinion among ministers of education in the European Union that excellent teaching is critical for high-quality education. Hence, effective CPD that enhance teacher quality can help to attain the desired goals of educational reforms (Almazroa, 2013; Phillips, 2008).

3.1.3.1. Teacher perceptions of the value of CPD

Understanding the value that teachers place on CPD for their development is important. The literature shows that teachers' perceptions regarding the value of CPD for their professional development are generally positive (Alharbi, 2011; Darling-Hammond et al., 2009; Goodall et al., 2010; Hustler, 2003; Karabenick & Conley, 2011; Kempen & Steyn, 2016; Paine & Fang, 2006; Postholm, 2012). Broad and Evans (2006) reported that teachers place great value on CPD as an important vehicle in relation to several professional aspects. These aspects include improving technology skills, developing academic programmes, engaging in curriculum development, engaging in practical research, and cooperating with other teachers and organizations. Also, Alharbi (2011) reported that Saudi Arabian teachers valued the networking opportunities provided through CPD as it enabled them to solve problems related to certain aspects of the new reform system.

Although teachers generally perceive CPD as valuable, CPD is different. In Hustler et al.'s, (2003) study with a sample of more than 2000 teachers, they reported that overall teachers expressed their satisfaction with their CPD experiences. However, teachers perceived CPD valuable when it was relevant and applicable to their classroom (Hustler et al., 2003). The differences in the value that teachers place on CPD can be attributed to teachers' differences in experiences and needs. Alharbi (2011) found that Saudi Arabian teachers placed a significant value on cooperation and networks with other teachers as they found these activities valuable in solving their problems.

The perceived value that teachers place on CPD can also be related to teacher motivation to engage in such programmes and to teach. For example, Hustler et al. (2003) reported that a high number of teachers across all school phases of their study perceived that CPD had a positive influence on their motivation to teach. This finding is in line with the expectancy x value model that shows the value people place on a task is an influential factor on their motivation to engage in the task (Eccles and Wigfield, 2002). Teachers' motivational aspects related to CPD will be more addressed in section (3.2. teacher motivation).

3.1.4. Types of CPD

The area of teacher professional development is one of increasing interest across the world and, thus, it includes a broad range of activities that are changing and being implemented in different ways (Kennedy, 2005). The literature provides many examples of different types of CPD (Boyle et al., 2004; Goodall et al., 2010). These activities include but are not limited to the following:

1. Workshops: either on-site or off-site, which can be led by external facilitators or member(s) of the school, and usually focus on a policy or subject development issue. Goodall et al. (2010) stated that workshops can be run through a session or a series of sessions;
2. Study groups: where teachers engage in group discussions in regular and collaborative interactions;
3. Mentoring: usually a one-to-one induction or continuing support and advice delivered by experienced teachers to junior teachers or across peer groups;
4. Coaching: often done through one-to-one work with an experienced teacher;

5. Statutory development days: when schools are closed to students for a day and CPD for school (whole or department) professional development activities take place;
6. Research/enquiry: where teachers participate in implementing research within their school or across schools;
7. Networks: teachers communicating in person or electronically, to investigate and discuss topics, share ideas, etc. Goodall et al. (2010) added that networks can be run through learning networks with other schools, and can be done formally or informally;
8. Observation of colleagues: watching peers teaching and discussing the process with them;
9. Sharing practice: as a result of the above observation, this enhances teachers' collaboration in planning and even teaching together;
10. Online Courses: electronic courses through the internet or distance learning;
11. Conferences;
12. Demonstration videos;
13. Secondments; and
14. School/university partnerships, which sponsor and enhance collaborative research.

3.1.4.1. Advantages and disadvantages of CPD

As stated earlier, CPD is different in their impact on enhancing teacher knowledge and skills. Guskey (2000) provided a review of seven core CPD and summarised the advantages and shortcomings of each as shown in Table 3. 2 (as cited in Broad & Evans, 2006, pp. 13-14).

Table 3. 2

CPD Reviewed by Guskey (2000)

CPD	Methods	Advantages	Shortcomings
Training	presentations, workshops, demonstrations, simulations, discussions, seminars, colloquia, etc.	<ul style="list-style-type: none"> - efficient for sharing info with large groups - shared knowledge base and vocabulary 	<ul style="list-style-type: none"> - little individualization or choice - often need feedback and coaching to supplement
Observation/ Assessment	observation and receiving feedback e.g. peer coaching and supervision	<ul style="list-style-type: none"> - positive impact on observer and observed through discussion and feedback - lessens isolation 	<ul style="list-style-type: none"> - takes time, trust, and must separate observation and evaluation - need to be focused and well-planned
Improvement Processes	curriculum/programme design development or review, to implement new instructional strategies or to solve problems	<ul style="list-style-type: none"> - enhances knowledge and collaborative capacity - generally are invested in it due to local context and/or authentic problems 	<ul style="list-style-type: none"> - may only involve small groups - may tend toward tradition and not innovation - need access to research to guide decisions/actions
Study Groups	study regarding a common issue or concern – may have several groups studying different aspects of issue	<ul style="list-style-type: none"> - lessens isolation and brings focus and coherence to learning - also focuses on ongoing learning 	<ul style="list-style-type: none"> - individual involvement may vary or be discouraged by dominant members - may become opinion focused instead of research focused
Inquiry/ Action Research	5 step AR process of selecting a problem and determining an action to take	<ul style="list-style-type: none"> - tends to build knowledge and increase skills of problem solving, empowers teachers in their practice and learning 	<ul style="list-style-type: none"> - takes significant individual effort, initiative and time
Individually Directed Activities	identifies individual needs to create a personal plan – assess success of plan	<ul style="list-style-type: none"> - flexible, choice, individualization, geared to personal reflection and analysis 	<ul style="list-style-type: none"> - may be reinventing the wheel or repetitive work if no collegial sharing is built in – less likely to be connected to SIP and other areas of PD

Mentoring	regular meetings of more and less experienced pairs about practice and improvement	- both individuals learn as mentors become more meta cognitive and develop adult communication skills	- time and resources, also connecting to other learners or school plans and initiatives
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In addition, Alharbi (2011) declared that some traditional CPD approaches were usually short term and provide teachers with knowledge and skills designed and selected by external experts. Alharbi (2011) stated that these approaches were usually described as “*one size fits all*”. Examples of these activities include workshops, training courses and conferences (Garet et al., 2001). While these activities are popular and show some advantages in enhancing teachers’ awareness, understanding, skills and knowledge, Boyle et al. (2004) believed that these activities seem to be insufficient in achieving the desired goals of CPD. The researchers claimed that ‘one-shot’ workshops where teachers usually listen passively to presenters are not beneficial to teachers’ needs.

Therefore, there has been a growing interest among researchers around how to transform CPD from these traditional transmission approaches to more interactive activities based on teachers’ different professional needs and consider their regular school days (Garet et al., 2001). Some studies have reported that teachers believe that job-embedded, or in-school learning, collaborative activities, such as local study groups and networks with other teachers/ schools, sharing others in planning time, peer coaching and observation, or mentoring for beginner teachers, are more valuable to teachers than traditional CPD (Boyle et al., 2004; Desimone, 2011; Garet et al., 2001).

3.1.4.2. Formal and informal CPD

Several studies attempt to organise CPD into groups or types of professional learning. The most common way of classifying CPD is dividing them into formal and informal (Broad & Evans, 2006; Cole, 2012; Desimone, 2011; McMillan et al., 2014; Mizell, 2010). According to the *Organization for Economic Cooperation and Development* (OECD, 2014), formal CPD involves activities such as workshops and courses and informal CPD involves activities such as cooperation with peers or engagement in extracurricular activities. Mizell (2010) summarised this approach:

When people use the term ‘professional development,’ they usually mean a formal process such as a conference, seminar, or workshop... course at a college or university. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research. (p. 5)

Formal CPD can be described as learning activities that are usually structured and implemented by a formal entity, such as a school, university or educational council. Studies show that a high number of teachers usually attend these types of activities (Darling-Hammond et al., 2009). While informal CPD can be defined as activities that are usually unplanned formally and where teachers tend to engage out of their own choices and decisions, such as independent reading and meaningful discussions and collaboration with peers.

These types of CPD have been reported as important for teachers. Whereas Postholm (2012) stated that researchers stress that formal CPD appear to be effective in enhancing teacher

skills and practices and students' learning. Other studies affirm that informal learning activities are also important and popular among teachers. According to Butler, Lauscher, Jarvis-Selinger, and Beckingham (2004), teacher collaboration with others is an important element for their effective professional development. Additionally, Postholm (2012) stated that schools that promote a culture of a professional cooperation and collaboration were viewed as great places where teachers successfully developed. Thus, both formal and informal CPD are crucial and valid approaches for enhancing teachers' needs. Timperley et al. (2007) reported stressed that, CPD content that ensures its effectiveness is more important than any specific types of CPD. Similarly, Desimone (2011) declared that the most important factors of CPD are not necessarily their structure but more what the effectiveness of it in terms of helping to achieve its particular educational objectives.

In addition, some studies show that CPD, formal or informal, have an impact, directly or indirectly, on teacher motivation to engage in CPD. According to Musset (2010), CPD have an influence on teacher Self-Efficacy and continuing engagement in training programmes. Also, Freeman et al. (2014) reported that teachers who engaged in a cooperative community each year reported high Self-Efficacy which also influences high motivation.

Teacher motivation also appears to be enhanced when teachers have a sense of ownership or agency over the CPD content and structure. For example, Ryan and Powelson (1991) confirmed that when learning activities support people to have autonomous control over their choices, people will be more motivated to engage. Hustler et al. (2003) also found that CPD that teachers valued most were those that have been chosen by teachers themselves. Informal activities can be a good example of such activities that support teacher autonomy. CPD that

support collegial interactions, such as seminars, discussions and collaboration, where teachers can relate to each other have been shown to have a positive influence on teacher motivation to engage in learning activities (Johnson, 1984; McMillan et al., 2014). Ryan and Powelson (1991) stressed the importance of people's relatedness in enhancing their motivation to engage in learning tasks.

3.1.5. Elements of effective CPD

Effective CPD can play an important role in ensuring the achievement of programme objectives. There is a growing body of research examining the elements of effective CPD that provide teachers with needed skills and knowledge (Australian Institute for Teaching School Leadership (AITSL), 2014; Darling-Hammond et al., 2009; Desimone, 2011; Desimone et al., 2002; Garet et al., 2001; Guskey, 2002; Guskey, 2003). Guskey (2002) has reported that despite there being general agreement that teacher CPD is critical for supporting effective education systems, the literature on CPD constantly shows they are mostly ineffective.

Determining the elements of effective CPD is important for several reasons. Firstly, studies confirm the importance of effective CPD in achieving the programme goals with regard to several educational fields. For example, Desimone et al. (2002) stated that effective CPD is considered the cornerstone of educational reforms aiming to enhance the education system. Similarly, Stoll et al. (2012) stated that effective CPD is central to developing and sharing pedagogy. These studies and others show that unless CPD is effective, the desired goals of designing and implementing it will likely not be achieved.

Secondly, effective CPD can be an important factor in relation to enhancing teacher motivation to engage in CPD. According to Guskey (2002), teachers who are motivated to engage in CPD usually believe that such programmes will expand their knowledge and contribute to their development and effectiveness within classrooms. Additionally, Karabenick and Conley (2011) reported that teachers believe that their participation in CPD is valuable in terms of increasing their effectiveness. Hence, effective CPD can enhance teacher motivation to engage in as they believe the programmes are valuable and worth spending time engaging in.

Synthesising the literature on effective CPD shows that there are five main aspects that can provide a better understanding of how CPD can be effective and ensure the achievement of their goals. *Figure 3. 1* illustrates these aspects and Table 3. 3 at the end provides a summary of them.



Figure 3. 1. Main aspects of the elements of effective CPD

The content: A large number of studies emphasise the importance of content for effective CPD. Content can include things such as teacher competencies and skills, student learning and curriculum subjects. Firstly, the content of effective CPD should focus on and be responsive to teachers' needs, knowledge and skills, and should also keep pace with the requirements of the current era and align with educational standards.

Secondly, the content of effective CPD should lead to improving students' learning and academic performance in school. Many researchers identify improving students' learning as the ultimate goal of CPD (Broad & Evans, 2006; Cole, 2012; Garet et al., 2001; Guskey,

2002). Stoll et al. (2012) argued that effective CPD is that which aims primarily at enhancing student learning outcomes.

Thirdly, the content of effective CPD should be connected to the context. According to researchers, such as Timperley et al. (2008) and Bevan-Brown et al., (2012), the context plays an important role in shaping CPD and can include the classroom, the wider culture of the school and the community. Stoll et al. (2012) emphasised that teachers place value on CPD that provides them with experiences that can be applied within their own classrooms. Guskey and Yoon (2009) also confirmed that most effective CPD was successful because of the careful adaptation of different practices to specific content and contexts. Since the cultural context can play an important role in relation to education, the content of CPD should also take into consideration the understanding of the dominant culture of the area, whether the school is in an urban or rural area, and its relevant needs. Broad and Evans (2006) also claimed that studies stress the importance of contextual and situational learning for enhancing better outcomes.

Fourthly, the content of effective CPD should also be related to subject content pedagogical knowledge in the current and new curricula. Researchers, such as Garet et al. (2001), claim that teachers need to engage in CPD that address their particular subjects' issues to ensure that they deeply understand what they teach and understand how their students learn more effectively.

Moreover, studies confirm that the content of CPD should be based on research evidence and theories translated into practice. According to Cole (2012), CPD should be focused on

evidence-based practices and strategies. Bevan-Brown et al. (2012) found that CPD that are designed based on evidence contribute to enhancing teachers' competence to practise alternative strategies in the classroom. Also, teachers who are aware of learning theories and understand how they can be applied in their school can be of influence in their students' learning. Hence, Bevan-Brown et al. (2012) reports that exposing teachers to contemporary learning theories can provide different perspectives which offer more options for practice.

Finally, the content of effective CPD should be connected with other learning activities (Desimone, 2011; Garet et al., 2001). According to Garet et al. (2001), teachers frequently expressed their dissatisfaction with CPD that were disconnected with each other. CPD for teachers need to be sequential and with follow-up strategies. The coherence of CPD indicates that the programme content should be connected to the educational goals and align with school/national standards. The coherence of CPD can be realised when teachers are encouraged to engage in meaningful communication to revise and develop their teaching approaches (Garet et al., 2001).

Time span: A number of studies show that effective CPD should be intensive, ongoing and sustained over time (Darling-Hammond et al., 2009; Desimone, 2011; Garet et al., 2001; Guskey & Yoon, 2009; Schleicher & OECD, 2016). According to Desimone (2011), several studies have reported that the intensity and duration of CPD play an important role in relation to the effectiveness. For example, Darling-Hammond et al. (2009) affirmed that CPD can be effective in enhancing teachers' skills and students' learning if sustained over time. A longer duration of time provides teachers with more opportunities to have deeper discussions about content, and to practise and master newly acquired skills. According to Bevan-Brown et al.

(2012), CPD implemented over time enable teachers to reflect upon their teaching and practise what they have learned, especially with new practices and curricula. Therefore, some studies criticised the old methods of CPD that focus on “one-shot” programmes as ineffective in shifting teaching practice (Broad & Evans, 2006). In addition, more time allows CPD to include evaluation procedures to enhance the effectiveness of the programmes. As Stoll et al. (2012) stated, CPD need to be consistently evaluated in order to improve. However, Guskey and Yoon (2009) emphasised that while CPD require more time to be effective, this time needs to be well organised, wisely structured and focused on the purpose.

Forms of activities: Research suggests that CPD should be carefully designed to ensure delivering the content to teachers in an effective way (Garet et al., 2001; Guskey & Yoon, 2009). Garet et al. (2001) found that CPD that promote active learning encouraged teachers to be actively engaged in different forms of learning, such as discussion, planning and practice. Examples of active learning include observing peers and being observed, planning to implement new ideas and teaching skills into the classroom, and utilising skills related to reviewing students’ work (Desimone, 2011; Desimone et al., 2002; Garet et al., 2001). On the other hand, Cordingley et al. (2015) contended that there is no single activity which can be considered effective. Instead, the researchers suggested that teachers’ need a variety of activities that are aligned with goals, and can be applied in the classroom with other elements of CPD. Broad and Evans (2006) also supported this perspective by encouraging an integration of strategies, such as the problem-solving, inquiry into practice, and cooperative learning.

In addition, there is increasing interest in studies of CPD related to collegial learning activities and communities (Desimone, 2011; Garet et al., 2001). Stoll et al. (2012) stressed that a strong link was found between effective CPD and collaborative learning and joint practices. When teachers engage in CPD with others, they are more likely to have opportunities to discuss and share ideas, skills and problems regarding their profession. Additionally, when teachers participate in CPD with others, in particular, those who teach the same grade level or in the same school, they tend to share a common understanding related to specific content and context and discuss their students' needs (Garet et al., 2001). Moreover, collaborative activities can provide teachers with times for follow-up activities which has been confirmed as important for teachers' professional development (Guskey & Yoon, 2009). Nevertheless, Guskey (2003) affirmed that to ensure the effectiveness of CPD, CPD facilitators should take into account that collaborative activities need to be organised and operated purposefully to ensure that teachers maximise the benefits from this activity.

Environment: the environment where CPD is implemented can also play an important role in relation to the effectiveness of the programmes. According to Stoll et al. (2012), an environment that facilitates the optimum conditions for CPD can lead to achieving the programme goals. Therefore, it should be taken into consideration that preparing an environment in a way that ensures accomplishing the purpose of CPD can boost the effectiveness of the programmes (Alharbi, 2011). According to Stoll et al. (2012), effective CPD is often associated with successful learning communities. Therefore, supportive and encouraging learning environments, whether in school or elsewhere, can provide teachers with more professional development opportunities. Furthermore, such a community could inspire good working relationships among members which can lead to more benefits in

relation to CPD. Hence, Darling-Hammond et al. (2009) stressed that CPD should enhance work relationships among teachers.

The school-based learning community is broadly considered a positive environment for effective CPD (Cole, 2012). The school needs to be an appropriate professional learning environment where CPD is organised and planned to allow teachers to engage every day. When the school environment is of high quality, it will enhance teachers' capabilities and develop students' learning outcomes (Darling-Hammond et al., 2009). Schools need to be activity cells of CPD where teachers examine the learning needs of students and understand the areas of learning in which teachers should gain knowledge and experiences and develop inspiring lessons in the classroom and cooperate with other teachers in different learning tasks (Darling-Hammond et al., 2009). In short, effective CPD should be a daily routine practice in schools (Cole, 2012). Interestingly, Schleicher and OECD (2016) cited that in four highly-performing systems of education – Singapore, British Columbia in Canada, Hong Kong and Shanghai in China –, similar strategies were implemented within schools which ensured that collaborative learning takes place in the daily lives of schools and teachers.

To accomplish this, school leaders should ideally be the ones to build the necessary professional environment (Stoll et al., 2012). They need to offer opportunities for teachers to engage in learning communities and encourage them to collaborate with others. Cole (2012) suggested that one of the school leaders should be assigned the task of professional development coordination to ensure that everyone in the school understands the importance of such a role in the school. Ideally, the school will support different CPD such as induction,

coaching and mentoring. When teachers work in a community that is supportive and encouraging towards CPD, they can engage actively out of their ownership of professional learning (Stoll et al., 2012).

In such an environment, different kinds of active learning take place daily. Coaching, mentoring, and peer-assisted learning are a few examples of daily CPD. Experienced teachers are involved in such activities to help new teachers with needed skills and knowledge. Many studies confirm the value and effectiveness of such learning activities in schools (Broad & Evans, 2006; Cordingley et al., 2015). According to Cordingley et al. (2015), many reviews found that peer support was a common element of effective CPD. Peers can assist each other through working together to explore and adjust teaching strategies.

CPD Facilitators: studies have reported that effective CPD require expert facilitation (Bevan-Brown et al., 2012; Stoll et al., 2012; Timperley et al., 2008). According to Timperley et al. (2008), high-quality CPD exhibit several features including contributions from experts. Also, Bevan-Brown et al. (2012) found that expert facilitators have a significant impact on the success of CPD. Their expertise should cover the necessary areas which include experience of CPD content knowledge, experience of the teaching profession and CPD delivery skills (Bevan-Brown et al., 2012).

Table 3. 3

Summary of the elements of effective CPD

Key aspects of	Subsections	Description
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The Content	Teacher needs, knowledge and skills	<ul style="list-style-type: none"> - Enhance teaching skills and knowledge - Different needs of teachers
	Student learning and Performance	<ul style="list-style-type: none"> - Understanding how students learn better and achieve higher
	Connected to context	<ul style="list-style-type: none"> - The context of school, subjects and students, understanding of the dominant culture of the area
	Teaching subjects	<ul style="list-style-type: none"> - To ensure deeply understanding their subjects
	Evidence and theories	<ul style="list-style-type: none"> - Apply alternative strategies - More influence on student learning
	Coherence with other activities	<ul style="list-style-type: none"> - Sequential and built on each other - Connected with goals - Aligned standards. - Meaningful communication among participants.
Time Span	Intensive, ongoing and sustained over time	<ul style="list-style-type: none"> - Time relates to the degree of development - Teachers can reflect upon their teaching and practise, - Time allows deep discussions of content - Time allows conducting valuation procedures
Forms of Activities	Active learning forms	<ul style="list-style-type: none"> - e.g. observing peers and being observed, applying skills related to reviewing students' work
	Collaborative learning activities	<ul style="list-style-type: none"> - Opportunities to discuss and share ideas, skills with others

Environment	<p>The environment where CPD is implemented</p> <p>School-based environment</p>	<ul style="list-style-type: none"> - It should facilitate conditions for Effective CPD - School should be appropriate professional learning environments where teachers learn every day through different active learning forms.
Facilitators	Expert facilitation	<ul style="list-style-type: none"> - They have a significant impact on the success of CPD. - Their expertise includes; experience of CPD content knowledge, experience of the teaching profession and CPD delivery skills.

3.1.6. An overview of CPD around the world

Programmes of CPD for teachers is a world-wide phenomenon with different countries taking different approaches. While many countries consider CPD a professional duty of teachers, it is optional in some countries (Scheerens, 2010). Some countries, such as Cyprus, Italy and Greece make CPD obligatory for new teachers (Scheerens, 2010). Countries with optional CPD have some differences in the way of engaging teachers in CPD. For example, Luxembourg and Spain linked CPD to salary increases whereas other countries link them to other promotions, such as career advancement.

Some countries require teachers to engage in CPD for a certain period of time throughout the year. For example, teachers in the Netherlands, Sweden and Singapore are required to

dedicate a certain number of hours or days to professional development activities annually. In-service teachers in South Korea must engage in approximately 90 hours of professional development programmes every three years. The Singapore Government provides funding for 100 hours of professional development for each teacher every year, as well as 20 hours per week for collaborative work and visiting peers' classrooms (Darling-Hammond et al., 2009).

Given the value of having CPD within schools, over 85% of schools in some European countries, such as Denmark, Finland, Ireland and Sweden, give teachers a time allowance to engage in CPD during school hours (Darling-Hammond et al., 2009; OECD, 2009). Moreover, teachers in Japan, South Korea and Singapore spend less than half of their work time on classroom instruction, while the rest of their time is dedicated to engaging in CPD, such as preparing lessons, collaborative work, peer observations and meeting with parents and students (Darling-Hammond et al., 2009).

Schleicher and OECD (2016) claimed that much of the professional development in Singapore is school-based, led by staff developers who identify problems based on teachers' needs and who support new practices. High-quality teachers and leaders of schools in Singapore have shaped the foundation of the education system and are considered a major factor in its excellent performance. Other countries, such as Korea, Australia, and Canada, also trust their school leaders and teachers and allow them autonomous decision making in relation to their school (Schleicher & OECD, 2016). Schleicher and OECD (2016) declared that this autonomy has enhanced teachers' professional self-esteem and intrinsic motivation for CPD.

The comprehensive system of professional development in Finland is believed to be behind the outstanding achievement of their recent educational success. Their system starts with pre-service teacher education where potential teachers are required to have a Master's degree. It is claimed that this requirement contributes to teachers becoming active and reflective professionals. Also, Finnish teachers receive valuable public recognition and are trusted for their professional judgment regarding their school and students (Schleicher & OECD, 2016).

In some countries, new teachers receive considerable attention in order to develop their teaching skills and knowledge through induction programmes (Avalos, 2011). According to Darling-Hammond et al. (2009), many countries, including China, France and Switzerland, require new teachers to participate in CPD and encourage them to engage with more experienced teachers to observe other teachers' lessons and assess their strengths and weaknesses. In New Zealand, CPD for provisionally registered teachers are funded by the Ministry of Education, receiving about 20% release time for the first year and 10% for the next year. In Singapore, beginning teachers engage in induction programmes nationally and at their schools (Schleicher & OECD, 2016). Nationally, the Singapore Ministry of Education conducts a three-day induction programme called the Beginning Teachers' Orientation. Individual schools, which have autonomy over the programme and can customise it according to the new teachers' needs, will provide further guidance over the first two years through the Structured Mentoring Programme. In New Zealand, induction programmes in secondary schools are often informally provided through subject departments, with further support from experienced teachers (Haigh & Anthony, 2012).

Finally, in a comparative glance at the number of participants OECD member countries who engage in CPD, OECD (2014) reported that the most common types of CPD were courses and workshops. In contrast, the least common types of CPD were observation of peers and visits to businesses with about 13% of teachers reporting their attendance. A summary of CPD across the countries of the OECD follows (OECD, 2014, pp. 101-102):

1. Courses and workshops: These, in general, are quite common, except for Italy (51%), Romania (52%) and particularly the Slovak Republic (39%).
2. Education conferences and seminars: More than two-thirds of teachers report participating in this activity in Croatia and Alberta (Canada) (79% and 74%, respectively). However, participation was 25% or less in the Czech Republic (22%), France (20%), the Slovak Republic (25%), Spain (24%) and Flanders (Belgium) (23%).
3. Observation visits to other schools: Participation rates are less than 20% on average. However, more than half of the teachers in Iceland, Japan and Latvia report undertaking observation visits to other schools. This contrasts with reported participation rates in Denmark (6%) and the Slovak Republic (4%).
4. Observation visits to business premises: Fewer teachers report participation in observation visits to businesses (13% on average). The country in which the most teachers report participation is Portugal (39%).
5. In-service training courses in business premises, public organisations and non-governmental organisations: Brazil has the highest participation rate, 38%, in contrast to countries such as France or Italy, where participation is around 3%.

6. Qualification programmes: Bulgaria has the greatest participation rate (almost one-half), but this was much less a feature of teachers' professional development in Croatia, France and Japan (6% in all three countries).
7. Participation in a network: Nearly two-thirds of teachers report engaging in this activity in Croatia and Alberta (Canada) (63% in both), but it was much less common in the Czech Republic (17%), France (18%) and Portugal (19%).
8. Individual or collaborative research: Almost one-half of teachers (49%) participated in this activity in Mexico, Abu Dhabi (United Arab Emirates) and Alberta (Canada). This contrasts with Finland, where only 8% of teachers report engaging in this kind of professional development.
9. Mentoring and peer observation as part of a formal school arrangement: More than half of teachers in Singapore (65%), Abu Dhabi (United Arab Emirates) (61%), England (United Kingdom) (57%) and Korea (53%) report having participated in this activity. The country with the lowest reported participation was Finland, where only 5% of teachers said they engaged in this activity in the past 12 months.

3.2. Teacher Motivation

It has long been recognised that teacher motivation is a critical component of education (Anderson & Iwanicki, 1984; Bishay, 1996). According to Han and Yin (2016), teacher motivation plays an important role in a number of educational issues, such as student motivation and achievement outcomes, educational reform, better teaching practices and teacher satisfaction and well-being. Hence, a large number of studies have been conducted on motivation in relation to students' learning, however, it is evident that the importance of

motivation is not exclusively for students; teachers need to be motivated as well. Kyle (1995) stated that “what we want for our children, we should also want for their teachers, that schools be places of learning for both of them and that such learning be suffused with excitement, engagement, passion, challenge, creativity, and joy” (p. 679). A highly motivated teacher is more likely to be more effective, satisfied with their job, contributing to educational reforms, and engaging in CPD actively to enhance student learning (Cave & Mulloy, 2010; Jesus and Lens, 2005). Researchers such as Jesus and Lens (2005) have reported that teachers appear to suffer more than other professional groups from the lack of motivation. This encouraged researchers to investigate teacher motivation in relation to several educational aspects, such as classroom practices, and student learning outcomes (Han & Yin, 2016).

3.2.1. Motivation

Over recent decades, a large body of research has been conducted in the area of motivation and motivational theories. Many motivation researchers such as Abdulrahman and Hui (2018), stress the notion that motivation is essential for individuals and societies who seek success. Wigfield and Cambria (2010) stated that motivation has a great influence on many developing outcomes including school accomplishment and performance.

Although motivation is a complex concept which makes some researchers claim it is difficult to define (Conradi, Jang, & McKenna, 2014; Kleinginna & Kleinginna, 1981), there have been numerous attempts to describe and define the concept of motivation. Some researchers define motivation as the process through which a behaviour is stimulated, directed and

sustained (Mitchell, 1982; Schunk et al., 2007; Wigfield & Cambria, 2010). Prebensen, Woo, Chen and Uysal (2013) defined motivation as the driving power behind people's behaviour that directly influences their beliefs and satisfaction about the task. In a simple way, Ryan and Deci (2000) stated that when you are moved to do something, that basically means you are motivated to do it. In a general sense, motivation is an internal force that has an influence on people beliefs, emotions and behaviour. Therefore, without motivation, people are unlikely to perform well or achieve a goal.

Motivation is often regarded as a hidden component that cannot be observed directly. McInerney and Liem (2008) claim that motivation is not a static feature as it varies from person to person, from case to case and even within the person from time to time. Thus, the literature suggests that it can be observed through behavioural indicators, such as a choice of tasks, effort and energy invested, persistence and continuity, direction and high standards of work (Alderman, 2008; McInerney & Liem, 2008; Schunk et al., 2007). Sinclair (2008) stated that motivation determines the activities in which people engage, how long their engagement will continue and the depth of their engagement in these activities. Hence, motivation can help us to understand how and why people feel, think and behave (Brophy, 2013; St. George et al., 2008; Weiner, 1992).

In summary, people's motivation can be observed through their choice and engagement in a task including their energy, persistence and effort; their commitment to achieve and complete a high-standard task; and their positive emotions and beliefs including satisfaction, expectancies, enthusiasm and self-confidence.

3.2.2. Why motivation is important for learning?

A major focus of researchers over the last two decades has been conducted on student motivation (Gaudreau, 2016; Han & Yin, 2016) and revealed a strong relationship between motivation and learning (Ames, 1990; Brophy, 2013; Gopalan, Abu Bakar, Zulkifli, Alwi & Mat, 2017; McInerney & Liem, 2008; Nuthall, 2007; Schunk et al., 2007). St. George et al. (2008) stated that motivation plays a critical role in enhancing learners' engagement in learning activities which requires determination and intention. Abdulrahman and Hui (2018) also stated that motivation enhances learner focus and attention and activates their energy to engage in various learning activities to attain desirable knowledge (Abdulrahman & Hui, 2018; Sinclair, 2008). Therefore, even talented learners will often not engage in learning if they do not feel motivated to do so.

Motivated learners will choose to do the subject work rather than to be forced. They will invest lots of energy with enthusiasm to achieve their learning goals. Motivated learners usually seek to achieve high standards in their learning activities and tend to engage in learning tasks voluntarily and continuously as they enjoy doing so (McInerney & Liem, 2008).

Moreover, a number of motivational theories, such as Self-Efficacy Theory, Attribution Theory, and expectancy x value theory, have also shown the relationship between motivation and learning. For example, the expectancy x value theory asserts that learners' motivation can be determined by how much value they place on learning tasks/goals, and the extent to which they expect to attain or be successful in that task (Eccles & Wigfield, 2002). Learners'

expectancy to succeed and task value can predict their achievement outcomes, persistence, performance and choice of their activities (McInerney & Liem, 2008).

This importance of motivation in learning was summed up by Terrell Bell, a former Secretary of Education in the USA, when he stated that “there are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation” (McInerney & Liem, 2008, p. 20).

3.2.3. Motivation theories

Many motivation theories have been developed over decades. Relevant theories of learning have been integrated within a framework of expectancy and value as shown in Table 3. 4. According to St. George et al. (2008), the role of value and expectation in motivation can be identified through two fundamental motivational questions which can comprise different theories: “Can I do it?” and “Do I want to?” The first question, “Can I do it?” refers to the importance of learners’ beliefs and expectancies, and involves some theories of motivation, such as Self-Efficacy Theory and Attribution Theory. The second question, “Do I want to?” focuses on the value, needs and goals of the learner. Some theories are involved here, such as Intrinsic and Extrinsic motivation and Self-Determination Theory and Expectancy X Value Theory (Brophy, 2013; St. George et al., 2008).

Table 3. 4

The Framework of Two Motivational Questions of the Roles of Value and Expectation

Adapted from St. George et al. (2008)

Questions	Refers to	Theories
Can I do it?	learners' beliefs and expectancies	Self-Efficacy theory, Attribution Theory.
Do I want to?	value, needs and goals	intrinsic and extrinsic motivation and Self-Determination theory, and Expectancy x value theory

3.2.3.1. *Expectancy x Value: Can I do it?*

When learners are required to engage in a task, their beliefs and expectancies about their ability to be successful plays an important role in enhancing or diminishing their motivation. Some theories can provide a clear explanation regarding this question; Self-Efficacy and attribution theories. The following paragraphs discuss them concisely.

Firstly, Self-Efficacy Theory developed by Bandura (1993) confirms the influence of beliefs and expectancy on learners' motivation and behaviour. Bandura defined self-efficacy as people's beliefs about their abilities to complete courses of action required in order to attain desired outcomes (Bandura, 1993). When compared to learners with low self-efficacy associated with a task, learners with high self-efficacy have more confidence in their ability to succeed, to set themselves more difficult goals, and persevere longer if they encounter some difficulties. Bandura, Barbaranelli, Caprara, and Pastorelli (1996) emphasised that "the

stronger the perceived self-efficacy, the higher the goal aspirations people adopt and the firmer is their commitment to them” (p. 1208).

Bandura reports four sources of self-efficacy, as shown in *Figure 3. 2*. These are past performance, vicarious experience, verbal/social persuasion and emotional cues (Lunenburg, 2011; St. George et al., 2008). The most important source of self-efficacy is past experiences. A learner who has succeeded in previous learning tasks is more likely to engage in similar tasks in the future than a learner who has a negative experience. Secondly, witnessing similar people successfully achieve a goal and complete a task is another source in enhancing people’s beliefs that they also can succeed. The third source of Self-Efficacy is social and verbal persuasion, convincing people that they are able to accomplish a task. When a learner assumes that he or she is not able to do a particular activity, sincere and positive encouragement from others can increase their efficacy. Finally, negative psychological reactions can influence people’s self-efficacy (Bandura, 2012). Accordingly, in order to increase self-efficacy, it is important to take control of the negative emotional feedback regarding our capability.



Figure 3. 2. Four sources of Self-Efficacy theory

Teacher self-efficacy is important to their motivation for different reasons. According to Reeve and Su (2014), teacher self-efficacy can predict enthusiasm, commitment to their job, enhanced job satisfaction, better performance in class, persistence when facing challenges, positive emotions and expectations toward their students' outcomes and retention.

Secondly, in the domain of the influence of beliefs and expectancies, a Theory of Causal Attributions developed by Bernard Weiner (1985) is useful to understand how people interpret their success or failure. This theory addresses the justifications and judgments with which people usually try to understand the reasons behind their action's results (Alexander, 2006; Weiner, 1985). The way through which learners attribute their success or failure can

influence their motivation and in turn, in their subsequent success or failure. It is a link directing behaviour between the past and the future, as Weiner (2010) reported: “I contend that the interpretation of the past, that is, the perceived causes of prior events, determines what will be done in the future.” (p. 29).

McInerney and Liem (2008) stated that three basic assumptions can be the foundation of this theory. Firstly, it assumes that people try to define the causes of their actions and others as well. Secondly, it assumes that the way people give reasons to explain their behaviour can control and help to predict their behaviour in another situation. Finally, it assumes that reasons given to attribute current actions will impact following cognitive and emotional behaviour.

Attribution Theory indicates how important it is for people to carefully attribute their outcomes to accurate reasons. Hence, when learners understand how they should interpret their behaviour outcomes and perceive the causes of prior events, it can help them to rebuild their confidence and motivate perseverance to achieve better results (Alderman, 2008).

The theory involves three causal dimensions: *internal* (e.g., ability and energy) or *external* (e.g., a task, others’ behaviour), *stable* (e.g., aptitude) or *unstable* (e.g., opportunity), and *controllable* or *uncontrollable* (Schunk et al., 2007; Weiner, 1985). For example, people who attribute their success to internal, stable and controllable causes will be highly motivated to engage in future tasks. When the success is attributed to these causes, it indicates that people’s beliefs about their abilities and skills are high and their expectations of success in tasks are also high. As a result, this attribution will lead to enhancing their motivation to

engage in a task another time. On the other hand, when failure is attributed to the internal, unstable and uncontrollable factors, people will doubt their ability and then will not expect to succeed if they try again. Therefore, they will mostly be unmotivated to engage in future tasks.

3.2.3.2. Expectancy X Value: Do I want to?

The value that people place on a task is a significant aspect of their motivation to engage in the task. Early understanding of this aspect of motivation emphasised the roles that intrinsic and extrinsic motivation play. Ryan and Deci (2000) identified Intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 56). Intrinsic motivation is considered a highly important type of motivation because learners enjoy working on a task for its value, fun and interest. Hence, fostering intrinsic motivation has several advantages. For example, learners who are intrinsically motivated will be interested in engaging in tasks and continuing in their learning activities without an external incentives or threats (McInerney & Liem, 2008; Ryan & Deci, 2000; St. George et al., 2008). Moreover, intrinsically motivated learners often succeed and usually have fewer psychological problems (Brophy, 2013; Isen & Reeve, 2005). Therefore, it is crucial to support an environment that encourages interesting learning activities, stirs curiosity, and promotes personal control and autonomy (St. George et al., 2008).

Extrinsic motivation indicates that people engage in a task because they want to obtain external rewards or to avoid negative consequences. Ryan and Deci (2000) claim that not all people engage in all activities intrinsically; therefore, external factors, such as praise, money

and recognition can play an important role in enhancing people's motivation. In school contexts, extrinsic motivation methods have been widely used to enhance student performance. For example, students study harder in order to earn a high grade.

However, it has been claimed that extrinsic motivation has little value in the short term and negative influence in the long term (Benabou & Tirole, 2003). Over the last few decades, a debate has taken place about the negative effects of extrinsic motivation particularly in relation to the effect on intrinsic motivation (Beswick, 2002; St. George et al., 2008). According to Beswick (2002), citing evidence from the behaviourists' perspective, tangible rewards, such as money, could have a negative effect on intrinsic motivation. Moreover, when such rewards are independent, it has been found that they can weaken the positive impact on learners' attitude to the activity. However, Beswick (2002) reported that verbal rewards, such as praise, can positively influence intrinsic motivation. Additionally, some researchers have argued that intrinsic and extrinsic motivation can be parallel in some circumstances. For example, when rewards aim to enhance students' competence and not to control them, when they aim to support the learning goals, when offered with informative feedback, and when trying to make students more appreciative of their efforts (Brophy, 2013; Reeves, Lewin, & Zwarenstein, 2006).

Apart from the dichotomous viewpoints, Self-Determination Theory proposed by Deci and Ryan (2000) explains how extrinsically motivated Behaviour can become self-determined through the process of a continuum displayed in *Figure 3. 3* (McInerney & Liem, 2008). It shows how a learner can move from amotivation at the extreme left side, passing through four different stages of extrinsic motivation that begin with external regulation and end in

integration, to being intrinsically motivated at the extreme right side. Ryan and Deci (2000) explained these terms as flows. Amotivation at one end refers to the case where learners have no interest to perform. External regulation, which is the least autonomous form of extrinsic motivation, refers to the response to obtain an external reward or to avoid punishment. Introjected regulation occurs when learners perform to avoid feeling of guilty or to attain pride. The third form of extrinsic motivation is identified regulation that occurs when learners understand the importance or value of the action for themselves. The most autonomous form of extrinsic motivation is integrated regulation. Integrated regulation occurs when the importance or value of performance has been fully assimilated into the learners' needs and values.



Figure 3. 3. Intrinsic & extrinsic continuum of motivation

To do this, Ryan and Deci (2000) affirmed the importance of addressing three psychological needs (as shown in *Figure 3. 4*) in the learning environment. These needs are competence (obtaining mastery of tasks and learning different skills), autonomy (having a choice and control over their own behaviour) and relatedness (feeling connected to others). According to Ryan and Deci (2000), when these three needs are met, people will be self-determined and able to be intrinsically motivated to attain their desires. In addition, these needs can help

teachers not only to enhance students' intrinsic motivation but also to internalise types of extrinsic motivation (St. George et al., 2008).

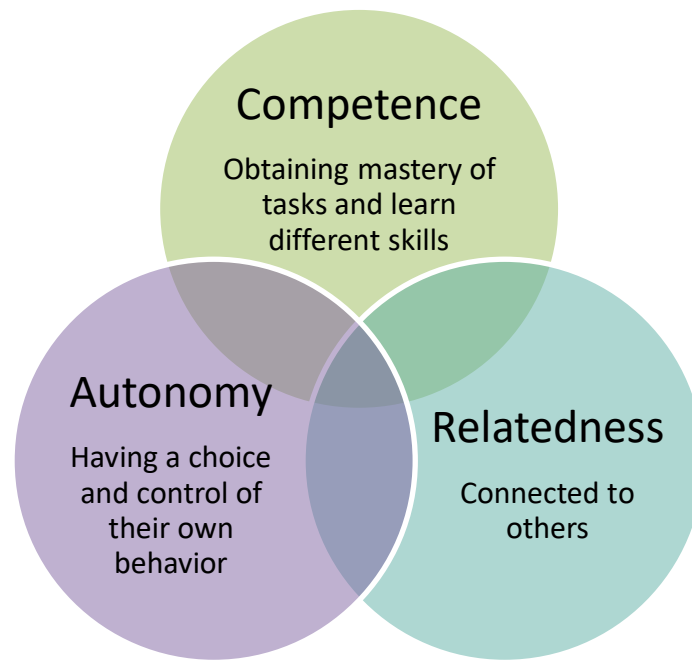


Figure 3. 4. Three psychological needs of Self-Determination Theory

According to Reeve and Su (2014), teachers who choose the teaching profession for intrinsic reasons, such as a desire to help children, or enjoying teaching for its own sake, show better levels of performance, learning, professional development and well-being. Also, the researchers reported that intrinsic reasons for being teachers led them to be more proficient in their professional practice. Hence, when teachers are intrinsically motivated in relation to their teaching profession, with having their basic needs (autonomy, competence and relatedness) met, they show a high level of teaching and satisfaction (Reeve & Su, 2014).

In relation to the notion of 'value' regarding motivation, Eccles and Wigfield (2002) developed a model of the Expectancy x value theory that confirms the influence of task value and learners' expectancies on their choices, persistence and performance. The theory emphasises the importance of two main concepts. The first concept is the value which indicates the perceived significance of a task by people who will engage in and exert effort to successfully accomplish it. The second concept is expectancies of success or their beliefs regarding abilities. This concept refers to the degree that people feel confident to engage in a certain task (Thomson & Kaufmann, 2013). According to McInerney and Liem (2008), valuing a task appears to be the initial impulse for people's decision to engage in the task as they tend not to perform a task of little value. Thus, the researchers claimed that the concept of expectancy seems to be more important than the concept of value in relation to motivation as they believe that the expectancy of success will be the most powerful motivator towards the action.

According to Eccles and Wigfield, (2002), Expectancy x value theory includes four different kinds of value that can influence people's motivation to engage in a task. They are attainment value, utility value, intrinsic value and cost value. Attainment value involves the personal importance of engaging in a task and attaining a better level (Eccles & Wigfield, 2002; St. George et al., 2008). Utility value concerns how well a task helps to achieve personal goals. This kind of value can explain why some students study a subject that they do not enjoy because it is related to their future goals. Both kinds of value assert the possibility of the influence of extrinsic values on sustaining motivation (St. George et al., 2008). The third kind of value is intrinsic value which refers to the enjoyment that individuals can obtain from their engagement in the task (Eccles & Wigfield, 2002; St. George et al., 2008). The final

type is cost value, described by Eccles and Wigfield (2002) as a critical factor. It illustrates the negative side of performing a task, such as anxiety and concerns of failure and missing an opportunity as a result of choosing a task.

While these theories have addressed the concept of motivation very well, the current study will not be based on a particular theory for some reasons. Firstly, the current research is considered as the basis for the literature in relation to teacher motivation so it is believed that trapped with one theory can be disadvantageous since it will limit the research angle and limit the desired outcomes. Secondly, one of the aims of the present study is to find out the potential influential factors on teacher motivation to engage in CPD. Hence, it is more likely that applying one specific theory could lead to lessening the number of these factors. However, three theories that have been reviewed here will be chosen for the analysis to provide more depth when examining them in relation to the teachers' responses. Self-Determination Theory and Expectancy x Value Theory will be the predominant theories, however Self-Efficacy Theory will also be considered.

3.2.4. What influences teacher motivation to engage in CPD?

Several studies have stressed the importance of motivation in relation to learning and development. Teacher motivation to engage in CPD is an important element if CPD is to be successful. It has been confirmed that despite the importance of CPD for teachers, some have been found to be unsuccessful due to the lack of teacher motivation to engage in such programmes (Hill, 2015; Rzejak et al., 2014).

Although research on teacher motivation to engage in CPD is limited (Appova & Arbaugh, 2018; Schieb & Karabenick, 2011), a few studies have attempted to examine this topic and to find out potential factors influencing teacher motivation to engage in CPD (e.g. Appova & Arbaugh, 2018; David & Bwisa, 2013; Kwakman, 2003; Wan & Lam, 2010).

These studies have identified some factors that can influence teacher motivation to engage in learning activities. These factors include within-teacher factors; personal and professional, school and environment contexts, policy and education systems and the quality of the CPD content (Appova & Arbaugh, 2018; Hill, 2015; Karabenick et al., 2013; Kwakman, 2003; McMillan et al., 2014; Schieb & Karabenick, 2011).

Factors related to teachers themselves seem to play a significant role in relation to teacher motivation to engage in CPD. Some studies have claimed that personality factors are the most influential factors on teacher motivation to engage in CPD (David & Bwisa, 2013; Kwakman, 2003; McMillan et al., 2014; Wan & Lam, 2010). For example, McMillan et al. (2014) reported that when participant teachers were asked who is mainly responsible for seeking professional development, they attributed the primary role to themselves. It has been found that this sense of responsibility has a positive relationship to teacher motivation to engage in CPD (Karabenick & Conley, 2011). Among the personality factors, McMillan et al. (2014) reported that there are three main ones: a desire to achieve, grow and advance. Despite the fact that these factors seem to be professional rather than personal factors, McMillan et al. (2014) declared that personal factors overlap with the professional ones. Therefore, the researchers stated that “In reality, it is impossible to disentangle the personal from the professional factors involved” (McMillan et al., 2014, p. 9). Similarly, Kwakman

(2003) divided personal factors into several sub-factors where the top three were professional aspects: professional attitudes, feasibility appraisals and evaluation of significance.

Reviewing several studies, Appova and Arbaugh (2018) reported that a number of factors related to the teaching profession influence teacher motivation to engage in CPD. Examples of these factors include fulfilment of basic professional needs, such as sufficient income and job security, improving their teaching skills and knowledge and promoting their students' learning, and having resources that enable teachers to sustain their CPD.

Teachers' beliefs about the value of learning activities also play an important role in enhancing their motivation to engage in such activities. Karabenick et al. (2013) reported that teachers were motivated to engage in CPD when they perceived the programmes valuable for their development.

When the teachers' voices are heard, in particular regarding CPD, it can enhance their motivation to engage in CPD. Hsu and Malkin (2013) stated that professional development should be built on learning needs identified directly by teachers themselves. Self-Determination theory (Deci & Ryan, 2000) is based on the idea that autonomy plays a significant role in enhancing motivation. When teachers feel autonomous, they will have the ability to verbalise and choose their needs and the best way to cope with and have control over their engagement in CPD. Hsu and Malkin (2013) found that in many schools, it is school leaders who decide the needs of their teachers. This action can undermine teachers' autonomy which, in turn, can lead them to be unmotivated to engage in CPD.

Some studies found that school factors influence teacher motivation to engage in CPD. Workload and time constraints have also been considered as influential factors that could negatively affect teacher motivation to engage in CPD (Adu & Okeke, 2014; Appova & Arbaugh, 2018; Wan & Lam, 2010). Heavy workload can cause stress which can adversely affect teacher motivation to accomplish even the compulsory tasks properly. Time constraints were also found to be a barrier that prevented teachers from engaging in different CPD, in particular when outside of schools (Appova & Arbaugh, 2018). The OECD (2014) reported that according to teachers, conflict with scheduled work was the most common barrier preventing teachers from engaging in CPD.

Interpersonal relationships were also reported as being influential on teacher motivation to engage in CPD (Kwakman, 2003; McMillan et al., 2014; Adu & Okeke, 2014). Teaching jobs often involve teachers working with others daily. Therefore, positive relationships in school environments where teachers are supported, respected, and trusted play a critical role in teacher motivation. Studies found that a lack of peer and school leader support can negatively influence teacher motivation to engage in CPD (Appova & Arbaugh, 2018; McMillan et al., 2014). When teachers have intrinsic motivation accompanied by support from peers and principals, they are more likely to engage in CPD (Kwakman, 2003; McMillan et al., 2014).

According to some researchers such as Poskitt (2005), school-based professional programmes are more likely to engender teacher interest and engagement. In this case, teachers can engage in designing the content of CPD and choosing a suitable time for their own schedules.

Factors related to education policy and system can also influence teacher motivation to engage in CPD. Having rewards and incentives could enhance teacher motivation to engage in CPD. The OECD (2014) reported that a lack of incentives for engagement in CPD was among the most common barrier that prevent teachers from engaging in the programmes. As stated by Ryan and Deci (2000), not all people are intrinsically motivated to engage in tasks; therefore, addressing some external factors can be beneficial for enhancing teacher engagement in CPD. Appova and Arbaugh (2018) stated that recent studies found that teacher motivation to engage in CPD can be influenced by educational system and policies. Examples of these factors include professional benefits; such as incentives, insufficient funds for CPD, having unrealistic expectations of teaching and learning outcomes, and policies regarding the limited size of classroom students (Appova & Arbaugh, 2018).

Finally, the content of CPD can also play an important role in fostering teacher motivation to engage in the programmes. Adu and Okeke (2014) also affirmed that when the content of CPD is relevant to teachers and designed to meet their professional needs, they will effectively be encouraged to engage. Even though the quality of the content is important, other studies have also confirmed that having expert facilitators that ensure delivering such important content in a proper way is also important (Bevan-Brown et al., 2012).

Having reviewed the literature on teacher motivation, it is concluded that whilst there is a large body of research that has investigated different aspects related to CPD, only a small number of studies have examined issues around teacher motivation for CPD (David & Bwisa,

2013; McMillan et al., 2014; Rzejak et al., 2014). Schieb and Karabenick (2011), who reviewed and categorised over 250 resources related to teachers' motivation and teachers' CPD, concluded that "to date, there has been no systematic focus on the factors that influence teachers' motivation for engaging in PD, their level of engagement during PD activities, and the degree to which teachers' motivation and engagement in PD influences their classroom instruction." (p. 7). Further, the very recent study of Appova and Arbaugh (2018) also stated that although studies on teacher motivation become extensive, examining teacher motivation to engage in CPD is still scarce. Similarly, in the Saudi Arabian context, to my knowledge, no study has been conducted to investigate what influences high school teachers' motivation to engage in CPD. Accordingly, the current study aims to fill this gap and investigate factors influencing Saudi Arabian high school teacher motivation to engage in CPD.

3.3. Chapter Summary

This chapter has reviewed relevant literature in order to provide a clear picture of teacher CPD and teacher motivation, including factors influencing teacher motivation to engage in CPD. The chapter was divided into two main sections. Firstly, it reviewed studies concerning teacher CPD. It drew on these studies to provide the definition of teacher CPD and the significance of such programmes for teachers. It also reviewed studies addressing CPD types, including, mainly, formal and informal CPD. Further, this section considered the elements of effective CPD and provided five main themes drawing on important literature. Lastly, it presented several examples of efforts regarding CPD in other countries.

The second section provided a literature review of motivation and what influences teachers' motivation to engage in CPD. It presented a definition of motivation and its importance for the learning context. Drawing on the expectancy x value framework of motivation, two motivational questions are based on the concepts of expectancy and value: "Can I do it?" and "Do I want to?" Through this framework, it reviewed a number of important motivation theories, such as self-efficacy, Self-Determination and expectancy x value theories. Finally, it reviewed the few existing studies on factors that influence teacher motivation to engage in CPD, such as school and environment contexts, education system policies, the quality of the CPD and within-teacher factors; personal and professional.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

This chapter outlines the research methodology adopted in this study. It discusses the research paradigm by outlining traditional paradigms and the pragmatism paradigm that has a relation to mixed methods research (MMR) and was used in this study. It also presents the mixed methods research design applying MMR, in particular, sequential explanatory design, starting with a quantitative (QUAN) phase using the online questionnaire, followed by a qualitative (QUAL) phase using focus group interviews. Additionally, the chapter describes the research procedures that were used in this study addressing both phases separately; data gathering tools, participants and the processes of each phase. Finally, the chapter presents ethical considerations as approved by human ethics committee at Massey University.

4.1. Research Paradigm

Every researcher is urged to situate their study in a selected paradigm. Guba and Lincoln (1994) defined a paradigm as “basic belief systems based on ontological, epistemological and methodological assumptions” (p. 107). Morgan (2007) also stated that a research paradigm is a set of beliefs and experiences that affect and guide the field. Hence, the research paradigm plays an important role in influencing the way that researchers know what they know, their interpretation of their reality, the methodology they adopt to carry out their research and research questions and methods employed to answer these questions (Doyle, Brady, & Byrne, 2009). “In that sense, a paradigm can constrain intellectual curiosity and

creativity, blind researchers to aspects of social phenomena, or even new phenomena and theories [...], and limit the sociological imagination” (Feilzer, 2010, p. 7).

Studies show that a research paradigm or worldview is made up of a number of distinct elements (Crotty, 1998; Doyle, Brady, & Byrne, 2009; Fraser, 2014; Guba & Lincoln, 2004; Scotland, 2012; Taylor & Medina, 2013). Firstly, *ontology* refers to the nature of reality, whether it is external or internal to the researcher. Secondly, *epistemology* refers to how we know what we know. According to Guba and Lincoln (1994), *epistemology* drives the researcher to investigate the nature of the relationship between the prospective knower and what can be known. Scotland (2012) stated that each paradigm is based on specific ontological and epistemological assumptions which in turn affect their specific research approach. This is the third element of paradigm which is *methodology*. *Methodology* is the approach or strategy of action used to implement the research and it plays a key role in choosing and using particular methods (Crotty, 1998). Finally, *methods* refer to research techniques and procedures used to collect and analyse data, such as questionnaire and interviews.

4.1.1. Traditional paradigms

For a long time, two traditional paradigms have been predominantly applied in research fields. They are positivism, which mostly adopts quantitative (QUAN) methods, and interpretivism, which mostly supports qualitative (QUAL) methods (McEvoy & Richards, 2006). Both paradigms have their supporters who stand firm in their defence, which have made some researchers, such as Doyle, Brady and Byrne (2009) and Feilzer (2010), label

this as a paradigm war. The differences between these paradigms comprise various aspects as shown in Table 4. 1.

The literature on research paradigms show that positivists believe that reality is independent of researchers and their instruments (Abdul Rehman & Alharthi, 2016; Johnson & Onwuegbuzie, 2004; Morgan, 2007). They emphasise that our perceptions should be set aside in order to examine the reality based on empirical experiments (McEvoy & Richards, 2006; Morgan, 2007). Johnson and Onwuegbuzie (2004) stated that the positivism paradigm believes that social experiments should be treated in the same way as scientific experiments and observation. Hence, this paradigm focuses on the relationship between variables and whether there is cause and effect among them. Also, positivists believe that a study should be objective and the outcomes considered reliable and valid and able to be generalised, possibly free of time and context. They follow a deductive process to test the research hypotheses and analyse data in order to develop a theory (Fraser, 2014). Quantitative methods are usually related to the positivism and employ their instruments, such as structured interviews and questionnaires, to collect and analyse statistical data (McEvoy & Richards, 2006; Philip, 1998).

On the other hand, the interpretive paradigm was a response to the domination of positivism (Abdul Rehman & Alharthi, 2016). Interpretivists reject the notion that the truth is single and can be verifiable and obtained independently of our senses (Abdul Rehman & Alharthi, 2016; Johnson & Onwuegbuzie, 2004; Morgan, 2007). Instead, they believe that reality is multiple, subjective, and socially constructed not discovered (Mackenzie & Knipe, 2006). McEvoy and Richards (2006) stated that “the interpretivist paradigm places a much greater emphasis

upon the way in which the world is socially constructed and understood” (p. 67). In addition, Johnson and Onwuegbuzie (2004) reported that interpretivists believe that time- and context-free generalisations are neither desirable nor possible, and the researcher and their study cannot be separated because he or she is the main source of reality. They also emphasise that research is value-bound so it is impossible to fully differentiate causes and effects. Therefore, they stress the importance of social interaction between the researcher and the study participants as an integral part of the process of their research (Philip, 1998). Qualitative methods are usually associated with this paradigm adopting their tools which often include focus groups and unstructured interviews (McEvoy & Richards, 2006).

Table 4. 1

The Differences between Positivism & Interpretivism Adapted from McEvoy and Richards (2006)

Paradigm	Positivism	Interpretivism
Ontology	Tangible reality- objectivity	Intangible reality- subjectivity
Epistemology	Regularities established via empirical research and deductive reasoning.	Knowledge constructed via social interaction/hermeneutic understanding.
Methodology Data analysis	Hypothesis testing Verification/ falsification	In depth fieldwork Interpretation

4.1.2. Pragmatism

In response to the contradiction between these traditional paradigms, mixed method research (MMR) has emerged. According to Feilzer (2010), “mixed methods research has been hailed

as a response to the long-lasting, circular, and remarkably unproductive debates discussing the advantages and disadvantages of quantitative versus qualitative research as a result of the paradigm “wars” (p. 6). Associated with MMR, pragmatism has emerged as an alternative paradigm which has been claimed as being the most common paradigm to MMR (Creswell & Creswell, 2017; Creswell & Plano Clark, 2007; Denscombe, 2008; Feilzer, 2010; Morgan, 2007; Tashakkori & Teddlie, 2009; Zachariadis, Scott & Barrett, 2010).

This thesis is positioned within the pragmatist paradigm and uses mixed methods research for data collection and analysis. Creswell and Creswell (2017) claimed that “pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study” (p. 12). The literature on pragmatism states that pragmatist researchers focus on the 'what' and 'how' of the research problem and are concerned about the predicted consequences of their research (Cherryholmes, 1992; Creswell & Creswell, 2017; Doyle, Brady & Byrne, 2009; Mackenzie & Knipe, 2006; Rosa, 2011; Zachariadis, Scott & Barrett, 2010). According to Rosa (2011), pragmatism concentrates on actions and consequences, rather than previous conditions. More specifically, Creswell and Creswell (2017) stated that a pragmatist view is driven by the consequence of action, and practices that focus on problems and the real world. The underlying premises is that research problems are more important than research methods. Thus, researchers should utilise all approaches to understand the problem and find out the most relevant method to examine their research questions and bring about better results (Creswell & Creswell, 2017; Feilzer, 2010).

Pragmatists also believe that concepts, such as truth and reality, are normative, and therefore, researchers cannot be assured whether what they observe is the actual reality or reflective of their own values (Zachariadis, Scott & Barrett, 2010). Creswell and Creswell (2017) stated that pragmatism views the truth as what happens at the time and it does not rely on the duality between reality away from our senses and our minds. Cherryholmes (1992) stated that pragmatist researchers are generally sceptical about the possibility of determining the true story of the real world. Therefore, Creswell and Creswell (2017) affirmed that researchers should look at several approaches to gathering and analysing data for further precision rather than adhering to one single way (e.g. quantitative or qualitative).

The pragmatist paradigm aims to find a middle spot between philosophical paradigms (Feilzer, 2010). It enables researchers to move back and forth between induction and deduction through the inquiry process (Doyle, Brady & Byrne, 2009; Morgan, 2007). Creswell and Creswell (2017) claimed that pragmatist researchers have more freedom of choice regarding their research methods, tools, and procedures that best help achieve research needs and purposes. According to Denscombe (2008), pragmatism provides a set of beliefs about knowledge and research that advocates and distinguishes an MMR approach from mainly quantitative methods that are adopted by the positivism of and from mainly qualitative methods that are adopted by interpretivism. Acknowledging the value of both methods, pragmatism also provides a better chance to produce an appropriately combined methodology in the field of the social sciences (Feilzer, 2010; Morgan, 2007).

4.2. Research Design

The literature shows that MMR has recently developed rapidly as a third major approach with a recognised name and identity in many fields, including social sciences (Creswell, 1999; Denscombe, 2008; Fraser, 2010; Tashakkori, Teddlie, & Johnson, 2015). MMR refers to the combination of different methods carried out to investigate issues in the study. Creswell (1999) defined the MMR approach as “one in which the researcher incorporates both qualitative and quantitative methods of data collection and analysis in a single study” (p.455). For example, a study begins with a questionnaire to generalize findings to a population and then followed by the second phase focusing on qualitative methods with applying open-ended interviews to gather more detailed views from participants (Creswell & Creswell, 2017). Johnson and Onwuegbuzie (2004) also stated that MMR involves the researcher adopting a mixture or combination of both quantitative and qualitative research methods, procedures, strategies and concepts.

4.2.1. Rationale for adopting mixed methods research

Mixed methods research was adopted in this study as it best suits the research aim and questions. The literature highlights a number of purposes for combining qualitative and quantitative methods (e.g. Bryman, 2006; Doyle et al., 2009; Greene et al., 1989; Johnson & Onwuegbuzie, 2004). For example, Ivankova, Creswell and Stick (2006) stated that “the rationale for mixing both kinds of data within one study is grounded in the fact that neither quantitative nor qualitative methods are sufficient, by themselves, to capture the trends and details of a situation” (p. 3). The following list is a synthesis of purpose, as described in these studies.

1. Triangulation for conjunction and validation of results from diverse methods.
2. Complementarity for explanation, improvement and illustration of the findings of one method with the other method's findings.
3. Development of one method by using the results of the other.
4. Offsetting weaknesses and providing stronger inferences; implementing MMR strengthens the study when built and supported by both methods, avoiding the limitations of using only one method.
5. Answering different questions: MMR can answer a range of questions that cannot be answered by one approach alone.
6. Explaining the findings of one method by the other method's findings.
7. Developing and testing study hypotheses when conducting a qualitative phase to develop hypotheses for the following quantitative stage.
8. Testing and developing the study tools: a qualitative study may create items for a quantitative data tool.
9. Initiation to discover contradictions, new perspectives, and reformulation of the questions or results of one method with those of the other method.
10. Expansion of the range of investigation by employing various methods for different inquiry components (Bryman, 2006; Doyle et al., 2009; Ivankova et al., 2006; Greene et al., 1989; Johnson & Onwuegbuzie, 2004).

A large number of studies show that employing MMR in a single study has many advantages (e.g. Bryman, 2006; Creswell & Zhang, 2009; Doyle et al., 2009; Fraser, 2014; Greene et al., 1989; Modell, 2011; Zachariadis, Scott & Barrett, 2010). The following is a list of a synthesis of these advantages;

1. MMR can help to improve the accuracy of their data and thus to achieve reliable and valid outcomes. Fraser (2014) claimed that MMR “can lead to thicker and richer data” (p. 56).
2. MMR can help to reduce biases intrinsic that may associate with a single method and thus provide evidence observed from relationships between different variables.
3. MMR can produce a more complete picture that helps to gain a better understanding of the research problem through ways of offsetting specific weaknesses associated with each method.
4. MMR can provide a new insight to study by developing creative ways of sampling, collecting and analysing data. Creswell and Plano Clark (2007) claimed that MMR offers a better opportunity for answering the research questions.
5. MMR can play an imperative role in bridging the gap between the previous two methods and uncover possible conflicts between them.
6. Finally, MMR researchers can feel more confident with their results because of all these advantages (Bryman, 2006; Creswell & Zhang, 2009; Doyle et al., 2009; Fraser, 2014; Greene et al., 1989; Modell, 2011; Zachariadis, Scott & Barrett, 2010).

Because of these features of MMR, this method was used to investigate the research problem and answer its questions. Through a quantitative method (e.g. questionnaire), the researcher can statistically understand whether teachers are motivated to engage in CPD. However, the following qualitative method (e.g. interview) can provide more clarity regarding the nature of that teacher motivation for CPD. The same applies to other research questions; what types of CPD teacher perceive more motivating for CPD and what possible factors can influence their motivation to engage in CPD.

Nevertheless, there are some challenges related to MMR that researchers need to be aware of. Johnson and Onwuegbuzie (2004) claim that to adopt MMR, the researcher needs to be familiar with both quantitative and qualitative methods and recognise their strengths and weaknesses. Ideally, researchers should have expertise in both methods which can be difficult, in particular, when attempting to identify how and where the combination should take place (Doyle et al., 2009). In addition, Ivankova et al. (2006) declared that researchers should be aware of some methodological issues including “the priority or weight given to the quantitative and qualitative data collection and analysis in the study, the sequence of the data collection and analysis, and the stage/stages in the research process at which the quantitative and qualitative phases are connected and the results are integrated” (p. 4). Therefore, for this present study, the researcher had to consider these issues and be mindful regarding the MMR design adopted in the study as each design requires certain criteria to be implemented for maximum benefit.

4.2.2. Mixed method designs

MMR incorporates different strategies of inquiry that involve collecting and analysing data either concurrently or sequentially in order to gain a better understanding of a research problem (Creswell & Creswell, 2017). Creswell and Plano Clark (2007) have identified four main MMR designs: triangulation, embedded, exploratory and explanatory. The most common design is the triangulation design where the quantitative and qualitative phases are concurrent and equally weighted. One of the triangulation design models is the convergence model where the quantitative and qualitative data are independently analysed and then

combined during the interpretation phase (Creswell, 1999; Doyle et al., 2009). This model can help “to converge the findings, to assemble results that are more powerful (and potentially less biased) than if only one method were used” (Creswell, 1999, pp. 463-464). Second, the embedded design has one dominant method (either quantitative or qualitative) while the other method plays a supporting role, either concurrently or sequentially. According to Doyle et al. (2009), this design is sometimes called an experimental design as a qualitative phase is usually embedded within a large quantitative trial, and the qualitative can serve a number of functions prior to, during or after the quantitative trial.

The sequential exploratory design is the third model and starts with the qualitative data phase which is explored in depth by the quantitative data phase. The aim of the exploratory design is to explore in more detail the findings of qualitative (e.g. in-depth interviews), and help to develop a quantitative method (a survey) based on the interview results (Feilzer, 2010).

The last model is the sequential explanatory design. According to Creswell and Plano Clark (2007), the sequential explanatory design is the most straightforward: it begins with quantitative data which is further explained by qualitative data (see *Figure 4. 1*). Feilzer (2010) stated that the sequential designs provide more flexibility to adapt to the second phase of research according to the first phase. Both exploratory and explanatory designs are similar in terms of the interpretation process where takes place as the last step when the results of the quantitative and qualitative phases are combined (Creswell, 1999; Creswell & Plano Clark, 2007; Doyle et al., 2009).

For the current study, the sequential explanatory design was implemented to answer the research questions, collect and analyse the data to achieve satisfying results regarding the ‘what’ and ‘why’ of high school teacher motivation for CPD and to identify the influential factors that contribute to their on-going engagement. The literature confirms that the explanatory design consists of two phases - quantitative and qualitative respectively (Borrego, Douglas, & Amelink, 2009; Creswell, 1999; Creswell & Plano Clark, 2007; Doyle et al., 2009). Doyle et al. (2009) claimed that this design usually comprises a large quantitative phase and a small qualitative phase. The aim of this design is to follow up and explain the results of a quantitative method with a qualitative method. Data collection occurs sequentially where the integration between the phases takes place; the qualitative method explains the results of quantitative whereas the quantitative phase usually informs the questions and sampling of the qualitative phase (Borrego et al., 2009; Doyle et al., 2009).

Ivankova et al. (2006) stated that the rationale behind this design is that analyses of quantitative data and their subsequent phases provide a broad understanding of the research issue. This is because the qualitative results will refine and further explain the statistical results of the quantitative phase by exploring participants’ interpretations. Creswell and Plano Clark (2007) affirmed that this model can be particularly useful when unexpected findings have emerged. The subsequent qualitative phase will assist in examining such unexpected results in more detail. In addition, studies found that this design relatively straightforward and has distinct phases which can make it possible for the researcher to complete it alone (Creswell & Plano Clark, 2007; Doyle et al., 2009). Thus, Ivankova et al. (2006) claimed that “it is highly popular among researchers [...] and its design has found application in both social and behavioural sciences research” (p. 4).

However, there are challenges associated with the sequential explanatory design. For example, the design may take a long time to present the final results. This is because its phases are sequential which requires the second phase to remain unaddressed until the previous phase's data have been collected and analysed (Ivankova et al., 2006). Additionally, other challenges are related to the weight given to the data collection and analysis of both quantitative and qualitative phases, and the phases in the research process at which QUAN and QUAL phases are combined and their results are integrated (Ivankova et al., 2006). Thus, the researcher needs to take this into account and maximise the advantages of this design in order to achieve the study objectives.

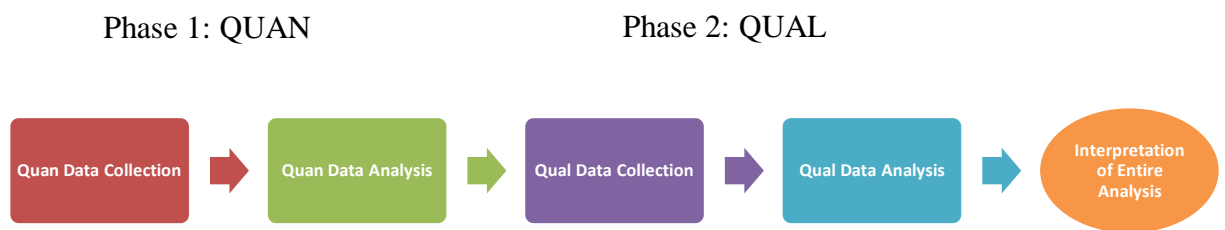


Figure 4. 1. Sequential explanatory design (Creswell & Plano Clark, 2007)

4.3. Research Procedures

Employing the sequential explanatory design consisting of quantitative and qualitative phases, the data was collected and analysed in the first phase using an online questionnaire, followed by qualitative data collection and analysis using focus group interviews. Then, the

results of both phases were interpreted. The procedures of these phases and sampling with the number of participants in each phase are shown in Table 4. 2.

4.3.1. Phase one

Quantitative data were collected and analysed in this phase using an online questionnaire developed through Google Forms and distributed through WhatsApp instant message. The sample comprised high school teachers in the Kingdom of Saudi Arabia.

4.3.1.1. A data gathering tool

An online questionnaire was the main tool used to collect and analyse QUAN data in this phase. Questionnaires are a popular data collection tool for research in a variety of fields. Researchers have used different traditional approaches to collect data through questionnaires, including face-to-face, phone interviews and postal surveys (Regmi, Waithaka, Paudyal, Simkhada & Van Teijlingen, 2016). However, with the growing access to the internet facility globally, the internet has been used as a new medium for questionnaire delivery and it brings a lot of benefits to the survey process (Lumsden, 2007, Regmi et al., 2016).

The online questionnaire was used in this study as many studies have shown that online questionnaires have many advantages (Carrascosa et al., 2011; Lumsden, 2007; Gelder, Bretveld, & Roeleveld, 2010; Wright, 2005). Firstly, online questionnaires have become more accessible. Previously, people could access online surveys via their computer; however, these days, internet access has become much easier with smartphones (Carrascosa

et al., 2011; Roope et al., 2018). Secondly, online questionnaires can easily reach a high number of people at the same time (Carrascosa et al., 2011). This means that online questionnaires save time for researchers and participants as well. With a click, the link to the questionnaire is sent to the targeted participants regardless of their number and different locations. Furthermore, it will save researcher time for data entry and reduce entry errors (Carrascosa et al., 2011).

In addition, online questionnaires are less expensive than the traditional questionnaires that require pens, paper and so on (Carrascosa et al., 2011; Wright, 2005). In fact, online questionnaires could cost nothing as researchers can implement it through free software, such as Google Forms. Although the online questionnaire is fast to distribute and can be automatically stored, it is often more accurate and reduces the risk of missing data (Carrascosa et al., 2011). Flexibility is another advantage of using online questionnaires. Researchers can easily adjust their questionnaires to resolve any problem or to add important information (Gelder et al., 2010). Regarding the identity of participants, online questionnaires have been considered useful when research issues are sensitive (Selm & Jankowski, 2006). All these advantages of online questionnaires encouraged the researcher to use this tool to achieve the desired outcomes.

However, there are some challenges related to the use of online questionnaires. For instance, there is a difficulty in terms of the appropriate number of respondents. In addition, they are unsuitable for lengthy questionnaires where participants may not give the correct answers when feeling bored (Bird, 2009; Jones, Murphy, Edwards, & James, 2008). Moreover, there are some participants who might be reluctant to participate in online questionnaires because

of concerns related to confidentiality and safety issues (Gelder et al., 2010). Furthermore, it can be inaccessible for people who either do not have internet access or the quality of the internet is low. However, the internet in Saudi Arabia has reached almost every house with good quality service, and the researcher could feel confident that internet access was not a barrier.

4.3.1.2. Participants

The target participants for this study were all high school teachers throughout the Kingdom of Saudi Arabia. Completed responses were received from 425 targeted teachers, with a range of experiences, ages, genders and qualifications. According to the Ministry of Education (2017), the statistic of high school teachers in Saudi Arabia is 83,947 teachers, around 46000 female teachers and 37000 male teachers.

4.3.1.3. Processes

The questionnaire was developed using Google Forms which is part of the Google Suite. According to Chaiyo and Nokham (2017), “Google Forms is an integrated web-based application that facilitates the design of online surveys, questionnaires, and quizzes with a user-friendly application programming interface” (p. 180). Google Forms are a useful means of providing a variety of question types to design a questionnaire, such as multiple choices, open questions, and Likert scale questions. Also, it helps the researcher to easily make the questionnaire link and send it through the email and other mediums. Additionally, when responses are sent, Google Forms organises data, creates charts to visualise trends in an appropriate way and can connect the data to a spread-sheet to make it much easier for the researcher to conduct more inferential and statistical processes (Mallette & Barone, 2013).

The questionnaire was designed in three stages. First, the main goal of designing the questionnaire was to investigate the research questions to understand teacher perceptions, knowledge and attitudes regarding teacher motivation to engage in CPD. Second, the researcher reviewed a number of studies that addressed how to design questionnaires as well as other studies related to teacher motivation to engage in CPD to help build on their experiences. Hence, the questionnaire was designed to include a variety of question types, such as multiple choices and Likert scale questions, to better suit their specific purposes. Third, having clarified what the questionnaire should aim for, an initial questionnaire was developed for piloting. It was sent to seven teachers to identify any problem area in relation to the questionnaire format, and the content and clarity of the questions (Hassan, Schattner & Mazza, 2006; Stone, 1993). This process resulted in some minor revisions

The final questionnaire was organised into three main sections: demographic information, teacher motivation for CPD, and factors influencing teacher motivation to engage in CPD (see Appendix 5). It was clearly indicated in the introduction of the questionnaire that a response to the questionnaire implied that a participant was giving permission for using the data. Also, in the introduction of the questionnaire, it was stated clearly that this questionnaire is exclusively made for high school teachers not for other professionals nor for teachers of intermediate and elementary schools.

For ease of delivery, the link to the online questionnaire was administered through the WhatsApp instant message which has become very popular globally. According to Barhoumi (2015), “WhatsApp (from the English phrase “What’s up?”, meaning “What’s new?”) is an instant messaging application for smartphones. It allows users to exchange images, videos,

and audio or written messages using their internet connection” (p. 222). Additionally, it enables users to send and receive locations, various types of documents such as pdf, Powerpoint, Word, etc. to individuals and groups of friends at no cost. It has been claimed that at the beginning of 2017, the number of WhatsApp users has reached a billion users around the world (Umar, Riadi & Zamroni, 2018). Thus, millions of messages are sent every day. In Saudi Arabia, Alsanie (2015) reported that WhatsApp was the most common form of social media used by Saudi Arabians.

Therefore, the researcher took such advantages of this application “WhatsApp” to spread the link of the questionnaire through teacher WhatsApp groups to ensure delivering to the largest number of high school teachers. Interestingly, due to the popularity of WhatsApp, the responses were collected within a short time. Recently, many schools have made groups of WhatsApp for their teachers through which they can contact and follow up their duties, therefore, the researcher took this advantage to send the link of the questionnaire to these groups through networks of his teacher friends and asked them to spread it to their groups and to the targeted participants. A significant number of high school teachers around Saudi Arabia received the link and completed the questionnaire. There were about 424 participants.

4.3.2. Phase two

The second phase consisted of qualitative data collection and analysis. Focus group interviews were conducted to follow up and explain the findings of the quantitative data (the online questionnaire).

4.3.2.1. A data gathering tool

Focus groups were used for the second phase; the qualitative one. Focus groups are a common qualitative research technique that has been widely applied to gathering data in academic areas over the past three decades (Cheng, 2007). Parker and Tritter (2006) claimed that focus groups have been used in social sciences for more than half a century. The literature provides a definition of focus groups as a purposive group of a specific population who discuss a given topic in order to investigate their perceptions, opinions and impressions (Milena, Dainora, & Alin, 2008; Onwuegbuzie, Dickinson, Leech & Zoran, 2009; Stokes & Bergin, 2006). Focus groups usually consist of a small number of different participants in each group (Onwuegbuzie et al., 2009). The diversity of group participants can make the discussion more interesting and offer a better understanding of the study problem (Stokes & Bergin, 2006).

A number of advantages of focus groups motivated the researcher to employ such a tool for qualitative data collection and analysis. Interactions between members can be considered the main advantage of focus groups (Stokes & Bergin, 2006). Focus group interviews can enhance the synergy between participants so that they will generate rich information compared to an individual in-depth interview. Moreover, as a result of focus group interactions, snowballing can be another great advantage where participants create a chain of ideas and thoughts to enrich the discussion (Stokes & Bergin, 2006).

In addition, according to Cheng (2007), focus groups can be applied as a further research method to support quantitative data, to examine in more depth themes that have arisen in quantitative stages of a research project and for continuous examination when study results

are insufficient. The present study intends to use focus groups as the second phase to help explain the findings of the first phase.

Furthermore, Stokes and Bergin (2006) reported that implementing focus groups means that there is no requirement for an individual to respond to a specific question; therefore, this technique will encourage a spontaneous response from participants. Also, the discussion should not involve threats to or compulsion for participants, no matter what their opinions are (Stokes & Bergin, 2006). Focus groups thus place less pressure on participant individuals. In this regard, their experiences can play a central role in shaping the discussion.

On the other hand, there are some limitations to the use of focus groups. For example, focus group participants are usually known to each other which can make people unwilling to participate in the study. Focus groups can be perceived as a source of social pressure which may make people avoid them or to show agreement when participating (Stokes & Bergin, 2006). Some research has also shown that focus group findings can be influenced by the researcher (Creswell, 2012). Therefore, the researcher has to be aware of such challenges when facilitating each focus group, allowing each participant to express an opinion freely to ensure valid outcomes, and ensure that their identities will not be recognised by other people than the researcher.

4.3.2.2. Participants

To assure an in-depth analysis of this phase, focus groups were conducted to provide further understanding regarding the findings of the first quantitative phase with the online questionnaire. According to Doyle, Brady and Byrne (2016), the second phase of the

explanatory design has a purposively selected sample to follow up the unexpected results. Therefore, the sample for this phase was a number of high school teachers who were purposefully chosen from Jeddah city only. The rationale behind that includes several reasons. Firstly, Jeddah is the second biggest city in Saudi Arabia, so it has good potential to reach a higher number of participant teachers. Secondly, the researcher resides in Jeddah city which made it easy to manage.

To select participants for the second phase, the online questionnaire concluded with an invitation notice for high school teachers who live in Jeddah to voluntarily take part in the focus groups. The key criterion, which has been stated clearly in the invitation notice, was only to be a high school teacher and preferably live in Jeddah. A total of 29 male high school teachers accepted the invitation and participated in the focus group voluntarily. One female teacher did indicate her interest in participating in a focus group, however, due to the focus group requiring face-to-face interaction in the same room, she decided not to. They were asked to provide their contact information and were contacted for the second phase.

Next, the researcher divided into six focus groups comprising up to five teachers per group. Several studies show that focus groups should comprise a small number (Onwuegbuzie et al., 2009; Ritchie, Lewis, Nicholls & Ormston, 2013; Srivastava & Thomson, 2009). According to Ritchie et al. (2013), focus groups usually comprise between four and 10 participants. Five groups were organised based on their schools while the last group comprised participants from different schools. This division made it easy for the researcher and participants to organise meetings in their suitable place and time. Hence, five groups conducted their discussions in their schools at a time that suited them and with the permission

of the school principals. The sixth focus group participants were from different schools and locations, therefore, a suitable place and time for them to meet was organised. The time for discussion allocated for each group was about an hour which was adequate to cover all issues.

4.3.2.3. Processes

According to Doyle et al. (2016), in the explanatory design, “the main quantitative findings are also briefly woven into the qualitative findings to act as a hook for the explanatory findings” (p. 31). Thus, the findings of the online questionnaire were organised between the focus groups, i.e. one theme per focus group. This was for two reasons. One, because of the time that focus groups can often take, it can make it hard to find group of participants who are willing to take part. And two, this allowed for a greater of depth of responses in relation to each theme. Therefore, the findings from phase one have been divided between focus groups to ensure they will be discussed deeply and achieve the desired results. The first three research questions of this study were addressed by three focus groups and the fourth research question which is the largest was addressed by the other three focus groups. Prior to the focus groups meeting, permission was gained from participants including permission for the discussions to be recorded.

The researcher met with each group individually and welcomed the participants at the beginning of the session. Next, the researcher introduced himself and gave information regarding the research and its purpose. Also, each group understood the main goal of their discussion and the issues they would discuss. Additionally, the researcher provided each group with the main findings of their specific research question/part of the question and

raised discussion questions around these findings to find out their perceptions and explain these issues in depth to come out with a better understanding. The discussions were recorded in order to employ a thematic analysis for the final results.

The key of focus groups method is that it can often generate a large amount of data which can overwhelm researchers (Rabiee, 2004). Hence, a number of studies suggest to begin by going back to the purpose of the study to make sure that analysis of the focus group data is consistent with the purpose. There are several techniques to analyse focus group data, such as “constant comparison analysis, classical content analysis, keywords-in-context, and discourse analysis” (Onwuegbuzie et al., 2009, p. 5).

Braun and Clarke (2006) also suggested a thematic analysis as an important technique that helps to identify, analyse and report patterns (themes) within data. It also helps in organising and describing the data in a way that is richer (Braun & Clarke, 2006). The researchers claimed that thematic analysis should be seen as a foundational method for qualitative analysis as it provides core skills that will be useful for conducting many other forms of qualitative analysis (Braun & Clarke, 2006).

The data from all focus groups were transcribed manually. Although using Speech-To-Text (STT) software would have saved time and effort for the researcher, manual transcription was chosen due to the fact that the conversational language in the focus group was gulf-dialectal Arabic. Using (STT) software tends to lead to inconsistencies and lack of stability because of the complicated differences between Arabic language variant dialects that pose

challenges for speech recognition technologies to produce a reliable output (Maamouri, Buckwalter & Cieri, 2004).

After all focus groups transcripts were completed, the audio-taped transcripts were thoroughly read more than once in order to define codes which helped to create themes that summarised the qualitative data for the final integration process. The coding process was conducted manually as well. The researcher adopted a “theory-driven” coding approach while he was looking for themes in the data to get more elaborative answers for specific questions that the survey did not provide, using colour pens, highlighters and pencils to indicate potential patterns as suggested by Braun & Clarke (2006).

4.3.3. Integration process

Having collected both phases’ data, the integration process then takes place. Doyle et al. (2016) claimed that the integration process is a major issue that faces researcher who uses mixed method designs. Studies show that good integration helps the researcher to make a comparison and contrast between both phases which help to generate a valid conclusion about the research problem (Cresswell & Plano Clark, 2007; Doyle et al., 2016; Rose, 2015). In fact, the integration can occur in a few connecting points during the study (Doyle et al., 2016). These include the interaction between the two phases as each feeds directly the other. This is when the researcher would utilise the findings of the first phase in order to prepare for the discussions of focus groups in the second phase which in turn will enrich the findings of the first phase. Another connection point is in the findings chapter where findings are

usually presented separately, however, the main QUAN findings can be also integrated into the QUAL findings. The most important connecting point of integration is in the discussion chapter where the researcher must discuss the combined findings of both phases to provide the final outcomes through answering the research question (Doyle et al., 2016). Following these guidelines, the current researcher integrated the findings of both phases.

Table 4. 2

Summary of the Sequential Explanatory Design Phases

Phase	Number of Participants	Purpose	Data Gathering Tools	Timeframe (2017)
QUAN	425 high school teachers	To investigate the main research question through the QUAN data tool	Online questionnaire	March - May
QUAN data analysis + preparation for connecting to the QUAL phase				
QUAL	29 high school teachers in Jeddah divided into 6 groups comprising up to 5 teachers per group	To further explain the main findings of phase one based on the four research questions	Focus Group Interviews	June - August
QUAL data analysis using techniques of a thematic analysis				
Final integration		To integrate QUAN and QUAL results for interpretation process		August – November

4.4.Ethical Considerations

The literature on ethical issues confirms that ethics are an extremely important aspect of any research project (Morrow & Richards, 1996; Munhall, 1988; Rossi, Hallett, Rossini, Pascual-

Leone & Safety of TMS Consensus Group, 2009). According to Flewitt (2005), ethical issues ascend in every aspect of research, and they become particularly important when related to vulnerable people of society. Massey University (2010) stresses that all research involving humans participants in must comply with the Human Ethics Code that is endorsed by the Massey University Council. Therefore, the current study was conducted according the key ethical principles as outlined in the *Massey University Code of Conduct for Research* (Massey University, 2010). The ethical approval was given by the Massey University Human Ethics Committee: Human Ethics Southern B Committee (16/38) (see Appendix 6).

i) Respect for persons: researchers should show full respect for each participant before, during and after their participation. Thus, the researcher offered every person respect and appreciation for his or her participation. Accordingly, he informed participants that their participation is completely voluntary, and they are under no obligation to participate. In addition, their rights were clearly outlined to them by way of an information sheet. These rights include their ability to withdraw at any time during the process without consequences or any need to provide a reason, they could decline to respond to any particular question, and they could ask any question at any time.

ii) Minimisation of harm to participants, researchers, institutions and groups: researchers should be conscious of the safety of all participants including the researcher themselves and avoid any potential harm that could occur during or after the research. Hence, The Massey University Research Ethics Risk Assessment was completed, and this study was considered low risk for all parties, participants, the researcher and the University. The participants were safe during the current study since no physical, psychological or financial harm could happen

to them during data collection or thereafter. There was also no need for participants to state their personal information or other details related to jobs, schools and so on. In addition, there were no sensitive questions that could make participants feel uncomfortable. However, if they felt uncomfortable, they had the right to withdraw from the study or decline to answer any question. Although a focus group interview is a data gathering tool, there was no need for the participants to disclose their personal information. Further, on the audio recording, they did not have to state any personal information.

iii) Informed and voluntary consent: all participants should give their consent prior to participation. Thus, the researcher obtained informed consent from the participants to ensure that they understood and agreed to take part in his study voluntarily. Within the information sheet given to the participants, the researcher introduced himself and the purposes of his study, why they were invited and why their participation was highly appreciated and required to achieve the study objectives. Moreover, he ensured that they were not under any pressure or coercion to accept the invitation.

iv) Respect for privacy and confidentiality: Privacy and confidentiality are significant to ethical research issues. Hence, the study participants were informed that their identities would be totally anonymous and would not be revealed to any individual or entity. Moreover, the researcher returned the recording transcriptions to the participants to review before use. In addition, participants were informed that these data would be accessed only by the researcher and his supervisors and would be used for the study purposes only. Also, the data would be stored securely and confidentially until the completion of the study and then will be disposed of. Participants could be informed of the outcomes of the study by receiving

copies of the results if they need. For participants of focus groups, while all steps were taken to protect anonymity (for example, not using names or any identifying information), complete anonymity could not be guaranteed.

v) The avoidance of unnecessary deception: there were no aspects of the research that required the researcher to act deceptively with the participants. Hence, the researcher was very honest with participants and they received a clear explanation of everything related to the study, beginning by identifying the purpose and expected outcomes. There was also no need to conceal any information related to the current study.

vi) Avoidance of conflict of interest: No public or personal conflict of interest was identified in relation to this study. The researcher was conducting the study to improve his knowledge of the educational field since he is a teacher. Moreover, the researcher came to New Zealand to study by himself, not assigned by any educational entity that has a special agenda and interests. Additionally, the participants were not under any pressure to participate in this study.

4.5.Chapter Summary

This chapter has presented the pragmatism research paradigm of the study, using a mixed methods research. In particular, the study used a sequential explanatory design that starts with the quantitative (QUAN) data phase, using the online questionnaire, followed by the qualitative (QUAL) data phase, using focus groups. It outlined the process of selecting the participant high school teachers and the phases of data collection and analysis. Finally, it

outlined a number of ethical considerations regarding the study methodology through which the study was considered low risk for all parties: participants, the researcher and the University.

CHAPTER FIVE

RESULTS

This chapter presents the combined findings from both phases of the research which aimed to investigate high school teachers' motivation to engage in CPD and to investigate what influences their motivation to engage in such programmes. It provides the demographic statistics followed by the integrated findings of the two phases, quantitative and qualitative. The findings are arranged based on the research questions.

5.1. Demographic Statistics

In total, 424 secondary school teachers participated in the online questionnaire, the first phase in the study. As shown in Table 5. 1, two thirds of the participants were males while one third were females. The participants ranged in age, from 22 to over 45 years, with participants aged between 34 and 45 years comprising the highest proportion of participants, approximately 39%, while the smallest proportion was the youngest teachers, aged 22-27 years, approximately 31%. The questionnaire reached almost all areas in Saudi Arabia, however, most participants (just over 50%) came from the Western Province followed by approximately 22% from the Central Province. The lowest number came from the Northern Province with just 4% of participants. Participants came from both urban and rural areas, with around 85% of the participants from urban and 15% from rural areas.

Table 5. 1

Demographic Information of the Participants

Demographic variables	Categories	%
Gender	Male	73.3
	Female	26.7
Age	22-27	3.8
	28-33	19.8
	34-40	38.8
	41-45	22.8
	Over 45	14.8
Provinces	Central	22.10
	Western	53.1
	Eastern	5.4
	Southern	15.7
	Northern	3.8
Areas	Urban	84.9
	Rural	15.1

The most common qualification held by participants was an Educational Bachelor's degree (64%). The next most common qualification was a Masters qualification (21%), as shown in *Figure 5. 1*. In terms of teaching subjects, the participants covered all subjects taught in high schools in Saudi Arabia. However, Maths and Science teachers, including Computer teachers, made up the largest number of participants at nearly 43% of the sample. Social Studies teachers made up the smallest group of participants at just over 14% of the sample (*Figure 5. 2*).

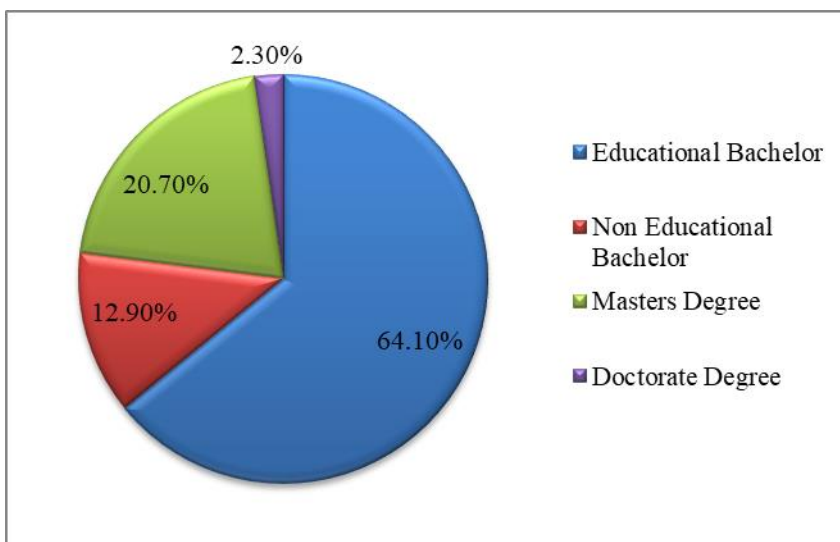


Figure 5. 1. The academic qualifications of the participants

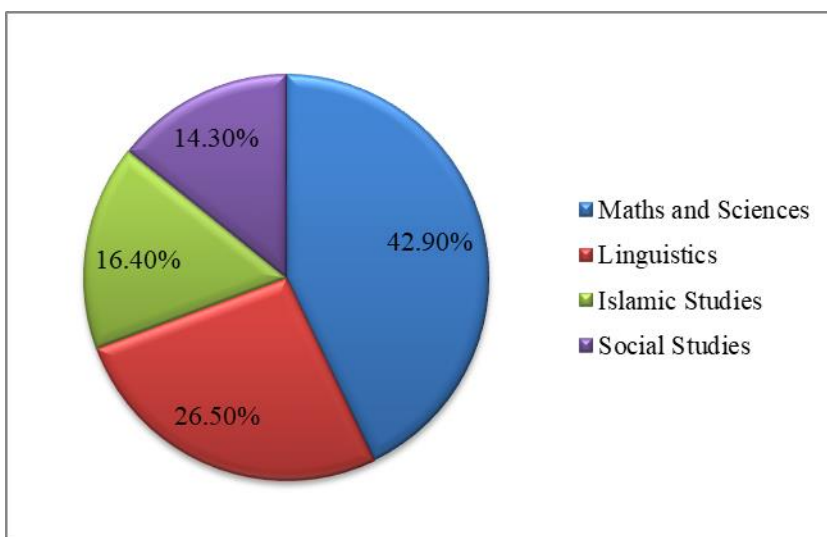


Figure 5. 2. Teaching subjects in high schools

5.2. RQ1: To What Extent Are High School Teachers in Saudi Arabia Motivated to Engage in CPD?

To investigate research question 1, participants in both phases expressed their opinions by answering and discussing a variety of questions related to three main themes: teacher voices, beliefs and behaviors.

5.2.1. Teachers' voices

Teachers' voices regarding their motivation to engage in CPD was investigated using a number of questions. Initially, as it would likely influence their motivation, during their professional career to engage in CPD, participants were asked to identify the main reason for choosing the teaching profession. The most common reason was *love and admiration for teaching* as reported by approximately 58% of participants. Some teachers said "*This is the best job*", and another said, "*I chose it because I wanted to accomplish my ambition and contribute to nation building*". The second most common reason was that it was *the only available job*, for approximately 35%. Some teachers reported that it was because of "*the lack of options*" and some female teachers claimed that "*It was the appropriate job for women*" (T4). Interestingly, while the *salary* for teaching in Saudi Arabia is relatively high, it was the least common reason for being a teacher, only accounting for approximately 9% of the reasons attracting the participants to teaching (*Figure 5. 3*).

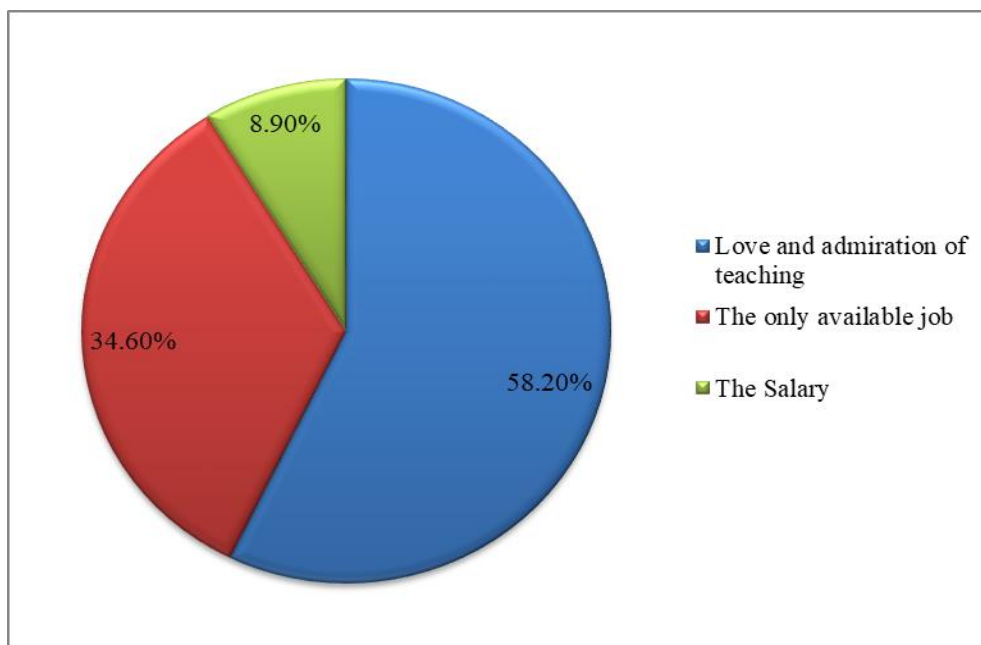


Figure 5. 3. The main reason for being a teacher

To investigate participants' motivation to engage in CPD during their career, the questionnaire participants were asked to rate their motivation (from very motivated to very unmotivated) to engage in CPD. Approximately 83% were either *motivated* or *very motivated* to engage, whereas less than 10% were unmotivated to engage in these programmes and nearly 8% were *neither motivated nor unmotivated* (Figure 5. 4).

Focus group participants also voiced their opinions on their motivation for CPD. For example, the participants of the first focus group (FGa) confirmed the finding that teachers were motivated to engage in CPD. As a teacher stated: "every teacher enjoys teaching especially when he/she feels that they are well equipped for their professional needs when they face their students" (FGa T1). The focus group participants gave some examples elaborating on the extent to which they are motivated to develop professionally. One teacher

claimed that “every year, there are many teachers who apply to study Masters and PhD degrees at local universities” (FGa T2). Another teacher (T3) added that “There is a number of teachers who attempt to move to the Northern Province, Al Qurayyat city, for a few years in order to be able to easily travel to Jordan to complete their study because it is difficult to get a place at local universities” (FGa T3).

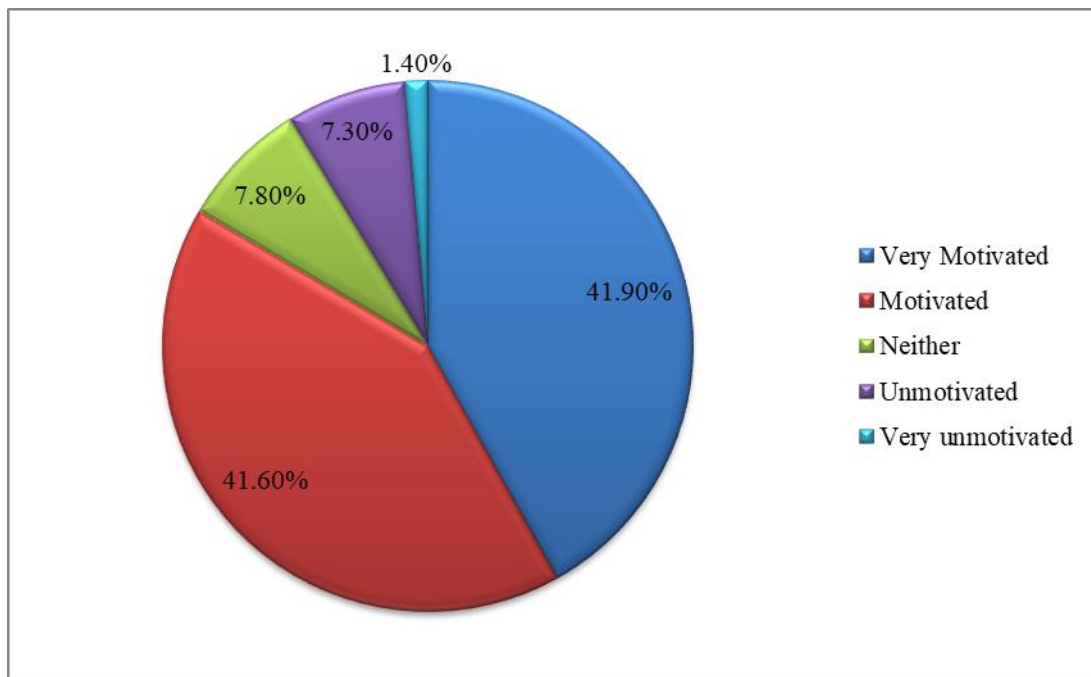


Figure 5. 4. Personal motivation for CPD

5.2.2. Teachers' beliefs

In order to examine participants' beliefs regarding their motivation to engage in CPD, they were asked a variety of questions regarding this. Firstly, in relation to teaching requirements, the questionnaire participants were asked whether the teaching profession requires engagement in CPD. Combining the *definitely yes* and *yes* answers, the majority of

participants, 98%, believed that the teaching profession requires teachers to engage continuously in CPD (see *Figure 5. 5*).

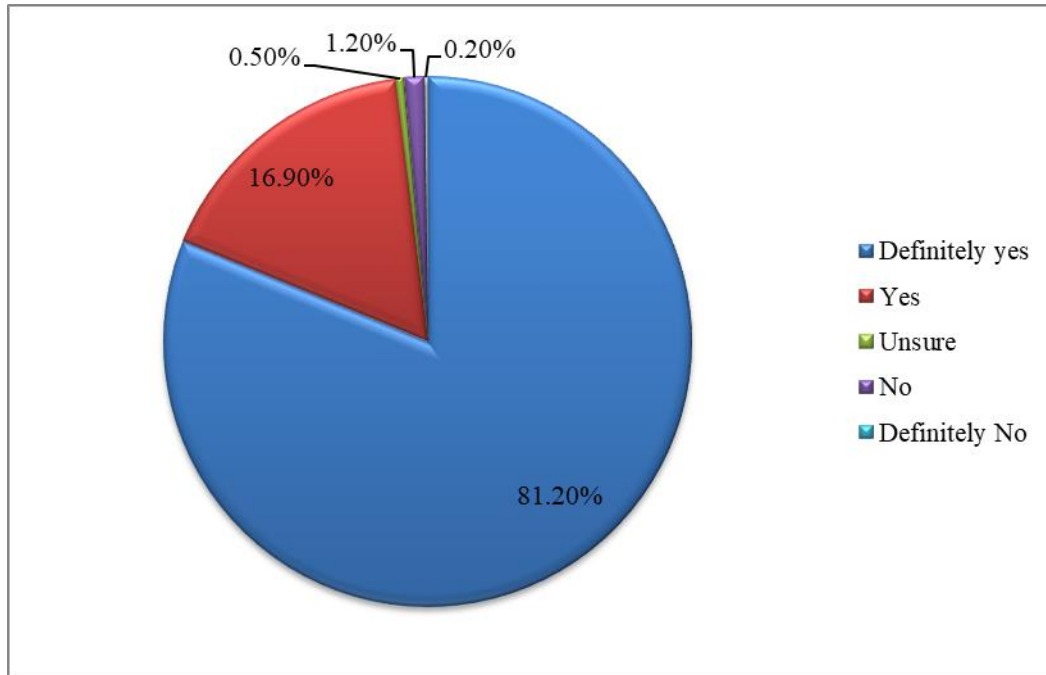


Figure 5. 5. Teaching requires CPD

Secondly, participants were asked whether high school teachers should engage in CPD every year. The majority, approximately 91%, *strongly agreed* or *agreed* that teachers should engage in CPD annually. On the other hand, only 3% of participants *strongly disagreed* and *disagreed* with that. In addition, around 6% of participants *neither agreed nor disagreed* on the issue (*Figure 5. 6*).

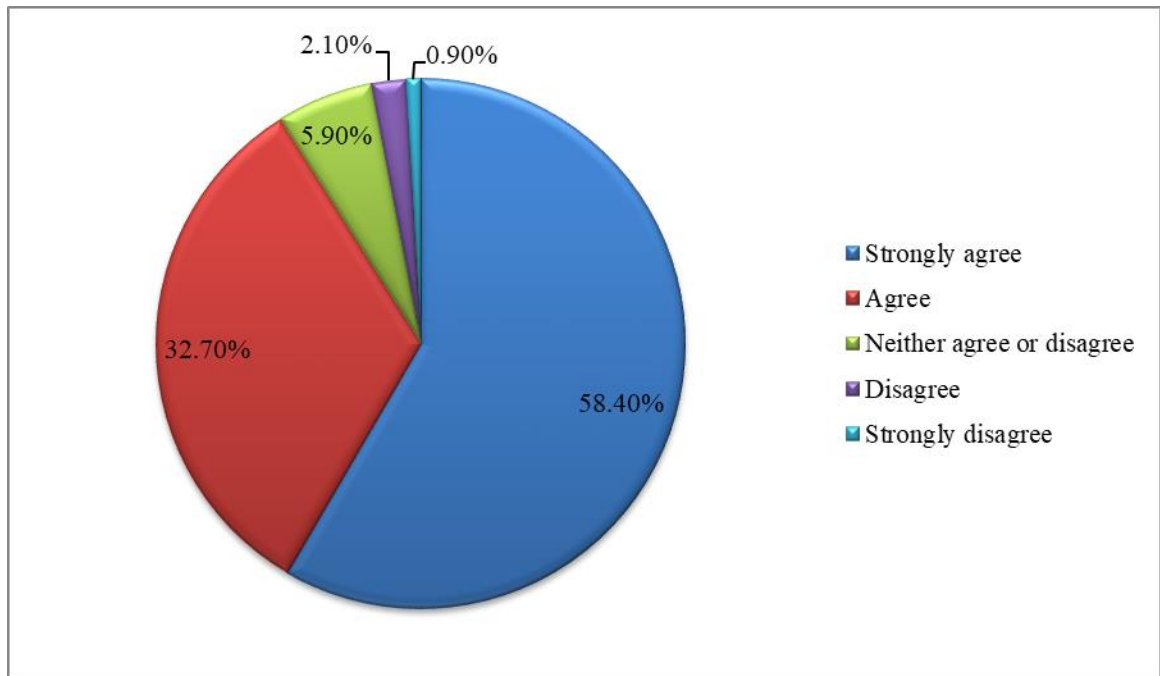


Figure 5. 6. The perceptions of teachers about the annual engagement in CPD

Thirdly, regarding the usefulness of CPD for teachers, participants in both phases of the research were asked to what extent they believed that CPD is useful for their professional development. The findings of the first phase showed that the majority of participants, approximately 95%, believed that CPD was *very useful* or *useful*. In contrast, a small number of participants, less than 2%, believed that CPD was *useless* or *very useless* (Figure 5. 7).

The second focus group (FGb) participants confirmed that CPD is useful in relation to enhancing their professional development, particularly some contemporary CPD, such as the

Empowerment Programme ¹and Achievement Portfolio². One teacher (T1) commented: “I became more motivated to engage in CPD because I see CPD is improving” (FGb T1). Another teacher (T2) said: “I got lots of benefits when I attended the Empowerment Programme” (FGb T2). He added: “It enhanced my motivation to register for another programme even before I left the venue of the programme” (FGb T2). Participants of focus group (FGa) also linked the usefulness of CPD to their students’ academic achievement. One teacher, showing the joyful feeling when they facilitated student learning, said: “it is a wonderful feeling when looking at my students while they learn from me” (FGa T3). However, he complained that “the next programme was boring and useless, unfortunately” (FGb T2). They provided some reasons that were embedded in the last research question addressing the influential factors on their motivation to engage in CPD, such as CPD facilitators and the CPD content.

¹ A programme for the empowerment of teachers of Science and Mathematics

²A collection of evidence, and reflections on that evidence, documenting your teaching development and achievements

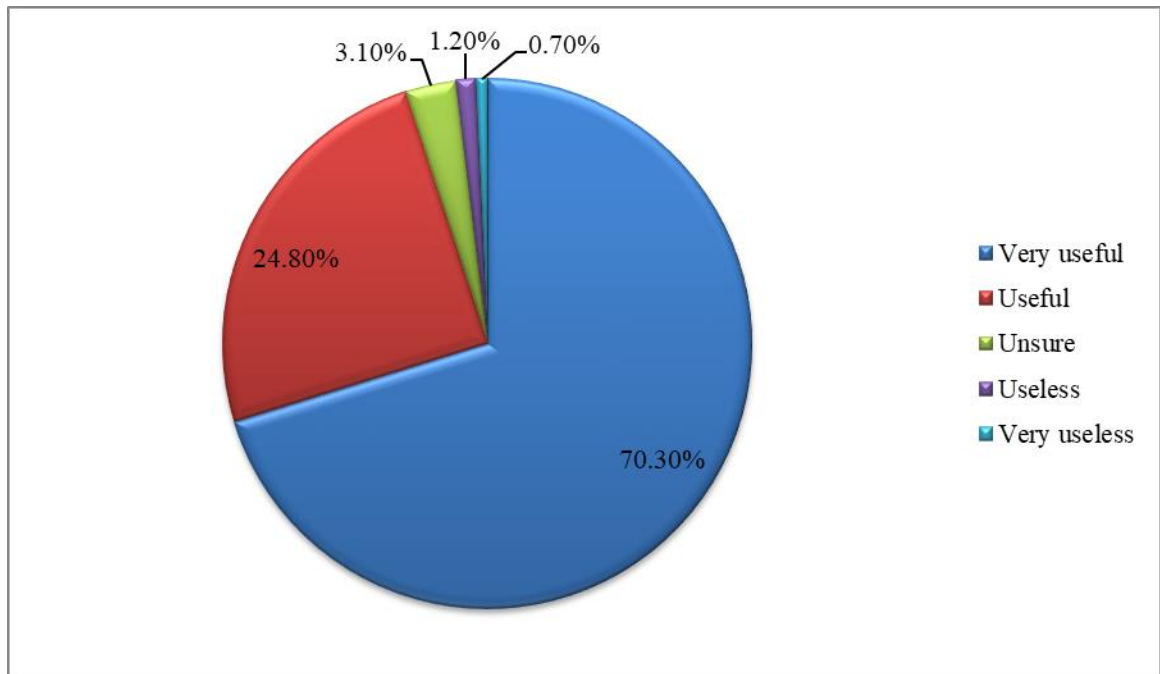


Figure 5. 7. The usefulness of CPD for the teachers

Fourthly, participants were asked whether they agreed with the perspective that CPD should be compulsory for teachers. The data showed that about 76% of participants in phase one, *strongly agreed* or *agreed* that CPD should be compulsory. In contrast, approximately 11% of participants *strongly disagreed* or *disagreed* (Figure 5. 8).

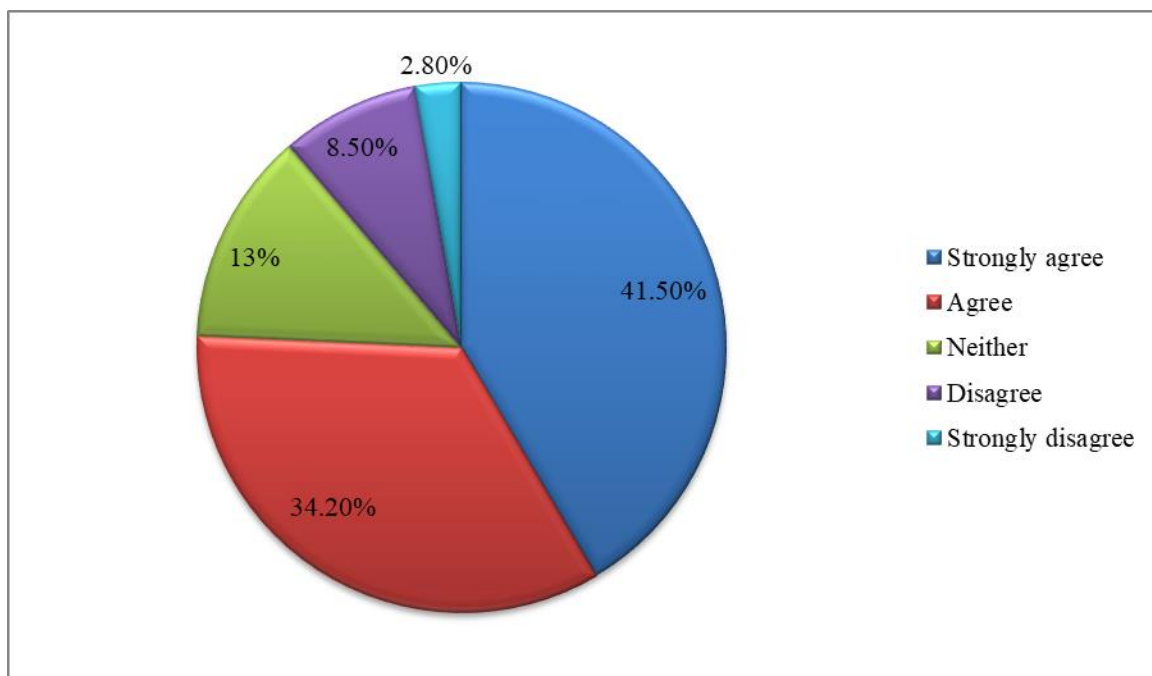


Figure 5. 8. Participant perspectives regarding whether CPD should be compulsory

When discussing this issue with focus group (FGb) teachers, the participants tended to be on the "disagree" side. They claimed that teachers should be encouraged rather than forced to engage in CPD. They expressed the belief that when CPD is compulsory, this works against their feelings of autonomy. They also argued that the new CPD, such as Empowerment Programme, are sufficient to motivate teachers to engage in CPD without being forced to engage because there are incentives for participants when meeting certain requirements. For example, one teacher (T2) said: "Teachers are required to apply active learning strategies in the classroom... and based on what they do, supervisors would offer them some rewards, such as scholarships overseas and so on" (FGb T2). Another teacher (T4) argued that "If teachers become aware of the importance of CPD, we will not need to enforce them" (FGb T4).

Finally, participants also were given some examples of international CPD principles, such as teachers should engage in 100 hours of CPD every year, and teachers should show evidence of their professional development every five years, and were asked whether the Saudi Arabian Ministry of Education should adopt these international principles. *Figure 5. 9* indicates that about 71% of the participants believed that the Ministry of Education in Saudi Arabia should do so, and approximately 13% of participants believed that this should not happen.

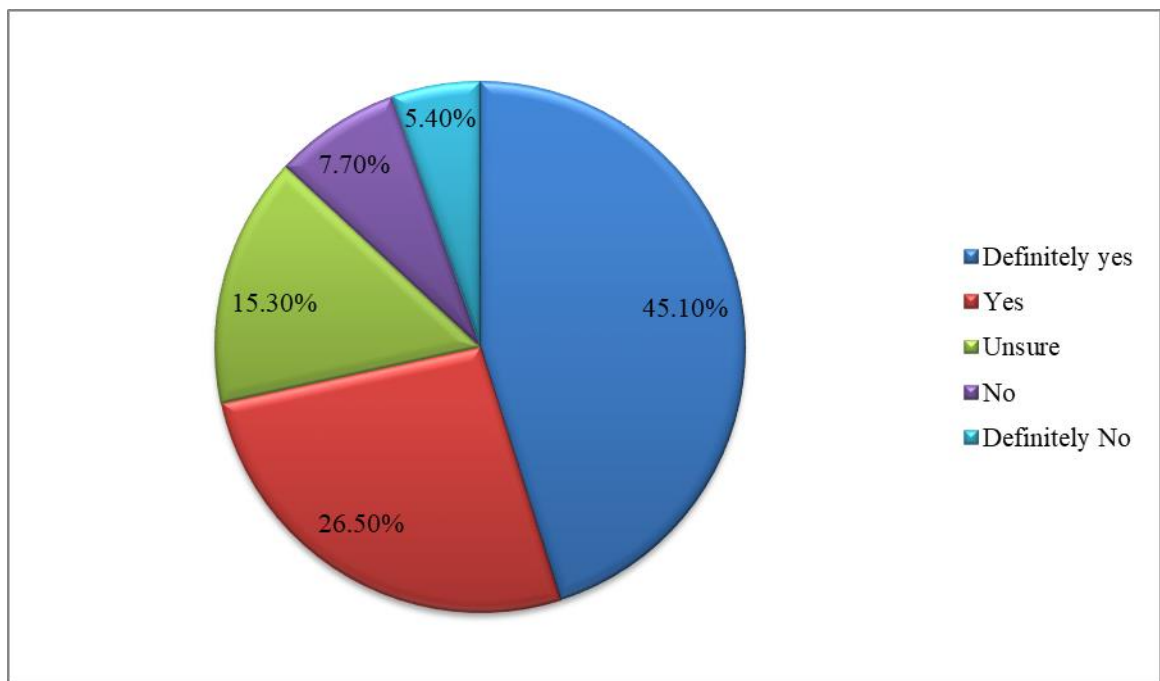


Figure 5. 9. Participant perspectives about implementing international CPD

5.2.3. Teachers' behaviours

With regard to teachers' behaviours regarding their motivation to engage in CPD, the findings of the first phase, as shown in *Figure 5. 10*, revealed that approximately 90% of participants

have engaged in CPD during their teaching career, and more than 50% of them have engaged at least five times over their career. It is also worth noting that nearly 12% of participants had not engaged in any CPD. Furthermore, when asked whether they would engage in CPD if there was another opportunity, the majority of participants, approximately 94%, stated that they would like to. Finally, the data showed that the majority of participants had engaged in a variety of formal and informal CPD, such as training programmes and meaningful discussions (as shown in Table 5. 2). As reported above, participants in the focus group (FGa) provided examples of teacher engagement in CPD that showed their high motivation. For example those who exert effort to move to Al Qurayyat city to be able to study in Jordan universities even though they need to travel long distances. (FGa T3).

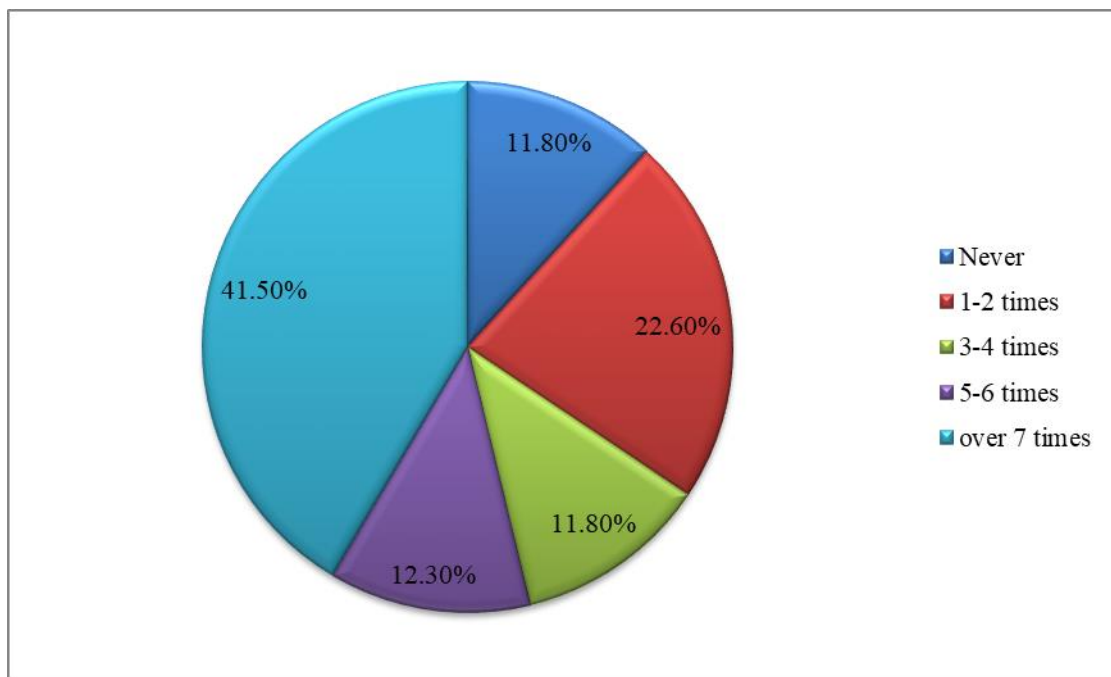


Figure 5. 10. The frequency of participant engagement

Table 5. 2

Teacher Participation in Formal and Informal CPD

CPD	Participation	
	Yes	No
Formal Activities		
Education diploma	57%	42.9%
Education conference or seminars	81.8%	18.1%
Training programmes out of school	95.7%	4.2%
Training programmes inside school	80.8%	19.1%
Visiting peers' classes in another school	60.8	39.1%
Informal Activities		
Online learning	55.8%	44.1%
Visiting peers' classes in school	73.5%	26.4%
Meaningful discussions with peers	91.2%	8.7%
Independent research	42.9%	57%
Professional reading	74%	25.9%
Collaborating with other teachers	85.3%	14.6%

5.2.4. Summary of findings in relation to research question one

The main findings of the questionnaire in relation to what extent teacher were motivated to engage in CPD were discussed with focus group participants. These findings were organised under three main themes; teachers' voices, beliefs and behaviour. The combined findings of both phases showed that the majority of high school teachers in Saudi Arabia reported that they were motivated to engage in CPD. Additionally, the majority (98%) believed that teaching requires engagement in CPD, and that teacher should engage in CPD annually. The majority of participants (95%) also believed that CPD is useful for them to improve their

profession. Thus, a high number of the questionnaire participants believed that CPD should be compulsory for teachers in Saudi Arabia.

5.3. RQ2: What Value Do High School Teachers in Saudi Arabia Place on CPD for Their Continuing Professional Development?

In order to understand to what extent CPD is valuable for teachers, as reported above, the findings of the first phase showed that the majority of participants believed that CPD was *very valuable* or *valuable* in relation to their professional development, as shown in Table 5.

2. Also, Table 5. 2 shows that when participants were asked to rate the value of CPD in bringing about positive outcomes in relation to some specific aspects of teaching and learning, they indicated that CPD was valuable in all provided aspects. The data showed that the value of CPD in these aspects ranged from the least common reason they were valuable - "*broadening your knowledge of the subject*", with approximately 70%, to the most common reason they were valued which was "*improving their teaching skills*", with approximately 85%.

In addition, as will be further reported in detail in the third research question, when the questionnaire participants were asked to indicate what value they placed on a list of formal and informal CPD, the majority of participants believed that all formal and informal CPD they were given were either *very valuable* or *valuable* (Table 5. 3).

Table 5. 3

The Value of CPD on Aspects of Teaching and Learning

Objectives	Very valuable	Valuable	Little value	No value	Not applicable
Improving your teaching skills	40.80%	44.50%	11.5%	2.5%	0.4%
Motivating you to learn more	43.80%	37.50%	13.6%	4%	0.9%
Developing your confidence as a teacher	46.20%	33.90%	13.6%	3.3%	2.8%
Improving your ability to understand how students learn better	37.50%	41.70%	16%	3%	1.6%
Knowing educational theories around students' learning	38.60%	39.30%	17.4%	6.1%	1.4%
Developing your class management skills	35.10%	42.20%	22.1%	5.8%	2.3%
Broadening your knowledge of the subject	37.50%	32%	22.1%	5.8%	2.3%

In relation to the value of CPD, the second focus group (FGb) asserted that CPD in which they had engaged were valuable for developing their profession. As mentioned above, one teacher claimed that they felt that their professional capability improved through Empowerment Programme which also motivated him to look for another programme (FGb T2). Another teacher (T4) affirmed that “We found the value of CPD when addressing issues related to our reality, school, students and curriculum” (FGb T4).

5.3.1. The value of CPD for improving teaching skills and knowledge

The focus group (FGb) participants affirmed that CPD was valuable with regard to teaching skills and knowledge. For example, one teacher (T2) said that “Empowerment Programme

that have 80 hours for two months were very valuable in improving my teaching skills” (FGb T2). A Physics teacher (T4) also confirmed the value of CPD in enhancing their knowledge when stating: “To bring something new to my students, I always do online research to prepare my lessons and this keeps me continuously up to date” (FGb T4).

5.3.2. The value of CPD for improving student academic outcomes

In terms of increasing students’ academic outcomes and their motivation to learn, the participants of the focus group (FGb) confirmed that new educational strategies acquired through CPD helped them to motivate students to engage more in learning activities. They agreed with what one teacher (T2) said: “Active learning strategies made students more active, they now engage in learning actively and jointly” (FGb T2). However, the participants claimed that CPD need to pay more attention to issues related to how students can learn better. As one teacher (T4) said, “CPD recently are oriented only to how to teach properly, not how to understand how students learn better” (FGb T4).

5.3.3. Summary of findings in relation to research question two

The findings showed that teachers believed that CPD was valuable in relation to their professional development. The value of CPD was confirmed in relation to several aspects of teaching and learning. The findings related to the CPD value that teachers place on CPD can be organised under two main themes that were further discussed in the discussion chapter. They are teaching skills and knowledge and student outcomes.

5.4. RQ3: What Types of CPD Do Saudi Arabian High School Teachers Perceive to be Most Motivating?

The online questionnaire provided participants with a range of formal and informal CPD and asked them to indicate which ones they had engaged in, how valuable these activities were in improving their professional capabilities as a teacher and which type of CPD was more motivating in relation to their engagement in CPD.

5.4.1. Formal CPD

In relation to formal CPD and teacher participation, the findings showed that participants engaged in all the formal CPD that were outlined in the questionnaire (Table 5. 4). However, *training programmes out of school* were the most common formal programmes that participants had engaged in, with approximately 96% indicating that they had participated in these. The following two most common were *educational conferences or seminars* and *training programmes inside school*, with approximately 82% and 81% of participants respectively engaging in these. Table 5. 4 shows that the least common formal CPD was *educational diploma* with approximately 57% of participants, while the least common informal CPD were *online learning* and *independent research* with 56% and 43% of participants respectively engaging in these. Generally, compared to the informal CPD, the findings indicated that participants engaged more in formal CPD.

In terms of the value of formal CPD, the majority of participants believed that all formal activities were either *very valuable* or *valuable*. Table 5. 4 shows that the most valuable formal activity was *educational conferences or seminars* with approximately 76% indicating

this. The next most common valuable formal activity was *training programmes out of school*, where approximately 75% of participants emphasised its value. Interestingly, *training programmes inside school*, which were among the most formal activities in which participants had engaged, were shown as the least valuable formal activity with 61% of participants indicating that these programmes were valuable, although this is still high (Table 5. 4).

The third focus group (FGc) participants discussed the main findings regarding formal CPD. The participants attempted to explain why the largest number of participants were those who attended formal activities. They claimed that school principals usually try to force teachers to attend formal activities in order to meet some requirements of educational supervision centres. A teacher (T1) stated that “There are performance indicators that each school has to meet, so many school administrators force teachers to attend these activities whether valuable or not” (FGc T1). Other teachers agreed with this, as another teacher (T2) claimed: “these activities mostly are of little value” (FGc T2). Furthermore, they emphasised the significance of educational conferences in spite of their scarcity. One teacher (T1) stressed that “conference organisers and presenters are usually well qualified and well prepared” (FGc T1). Another teacher (T3) commented that “the conferences that I attended were very valuable” (FGc T3).

5.4.2. Informal CPD

With regard to informal CPD, Table 5. 4 shows that participants engaged in all these informal CPD. Nonetheless, most participants (approximately 91%) had engaged in *meaningful*

discussions with peers. This was followed by *collaborating with other teachers* with approximately 85% of participants showing that they had engaged in this. In terms of the value of informal CPD, the majority of participants believed that all formal activities were either *very valuable* or *valuable*. However, it is noteworthy that the most common informal activities in which participants had engaged in, mentioned above, were perceived to be the most valuable. As shown in Table 5. 4, *collaborating with other teachers* was the most valuable informal activity with approximately 86% of participants pointing out its value. The second most valuable informal activity was *meaningful discussions with peers* with approximately 84% of participants indicating this was valuable. The data also showed that the least valuable informal CPD was *independent research*. However, approximately 55% of participants still identified this as either *very valuable* or *valuable* even though about 20% of participants pointed out that *independent research* was not applicable to them (Table 5. 4).

Regarding informal CPD, the focus group (FGc) teachers gave some reasons for their popularity. Firstly, they stated that informal activities usually occur without any external compulsion. Since teachers work in the same school, it is easy for them to meet and have meaningful discussions with peers about different issues related to their students and school. Moreover, they know their students' needs and school facilities better than any external people involved in formal activities. One teacher (T4) stated: "When we meet with peers and discuss some issues, we learn from each other more than we learn when we attend training programmes out of school" (FGc T4). Furthermore, teachers in school usually have scheduled departmental meetings within teaching subjects; hence, new teachers can benefit from experienced teachers. A teacher (T5) claimed that "When a peer told me that he used

this technique or strategy with his students and it worked well, I was keen to use it as peers know our school and students better than others” (FGc T5). In addition, confirming the value of professional reading in enhancing teachers’ professional development, one teacher (T2) said: “Sometimes we face difficult questions from students, so if we do not do research, it will be troublesome” (FGc T2).

Comparing these results, the data indicated that informal activities were perceived by participants as more valuable for their development than formal activities. As can be seen from Table 5. 4, *meaningful discussions* and *collaborating with peers* were indicated as valuable or very valuable by 84% and 86% of participants respectively, while the most valuable formal CPD was *educational conferences or seminars* with 76% of participants acknowledging its value.

Table 5. 4

Information about Teacher Participation and the Value They Perceive in Formal and Informal CPD

CPD	Participation		Value of CPD				
	Yes	No	Very valuable	Valuable	Little value	No value	NA
Formal Activities							
Educational diploma	57%	42.9%	37%	29%	11%	3.5%	19.3%
Education conference or seminars	81.8%	18.1%	29%	47.1%	12.2 %	3.7%	7.7%
Training programmes out of school	95.7%	4.2%	35.8%	39.1%	17.9 %	4%	3%
Training programmes inside school	80.8%	19.1%	27.1%	34.6%	25.7 %	4.4%	8%

Visiting peers classes in another school	60.8%	39.1%	29.7%	33.4%	17.6%	4%	15%
Informal Activities							
Online learning	55.8%	44.1%	30.4%	37%	16.7%	2.5%	13.2%
Visiting peers' classes in school	73.5%	26.4%	29.9%	41.5%	18.1%	3.5%	6.8%
Meaningful discussions with peers	91.2%	8.7%	38.9%	45%	11.3%	1.1%	3.5%
Independent research	42.9%	57%	29.4%	26.1%	18.1%	5.8%	20.2%
Professional reading	74%	25.9%	37.7%	37.2%	12.5%	2.3%	10.1%
Collaborating with other teachers	85.3%	14.6%	42.6%	43.3%	8%	1.4%	4.4%

To identify which type of CPD – formal or informal – were more motivating for teachers, the questionnaire participants were directly asked to identify which one was more influential on their motivation to engage in CPD. The results showed an almost even distribution for both types of CPD. The data revealed that while just less than 50% of participants believed that informal activities had more impact on their motivation to engage in CPD, just over 50% believed that formal activities had more impact. This finding seems to be inconsistent with the previous results shown in Table 5. 4 indicating that informal activities were more valuable for teachers with value being an important aspect of motivation.

The focus group (FGc) participants discussed this issue, and it seemed that they also reached no agreement on which type of CPD was more valuable and thus influential on their motivation to engage in them. Some teachers believed that there is no difference between these two types of activities in terms of teacher motivation while other teachers asserted that informal activities were more influential. One teacher (T2) stated: “I do not see any

difference between them as teachers can choose what they want from informal CPD and formal activities as well, in particular when using the Achievement Portfolio Service” (FGc T2). Another teacher (T4) also supported this idea by saying that “if they leave the option for teachers to attend what they want, I will say that the influence of these two types of CPD is equal” (FGc T4). On the other hand, another teacher (T1), standing on the side of informal activities, declared that “I highly support informal activities since teachers usually have high motivation to engage in them as they choose what they need, and it could be at their cost” (FGc T1). Additionally, as claimed by some teachers including (T5), “one of the disadvantages of formal activities is that the presenters might be unqualified which is rarely the case in informal activities as it is subject to teachers' choice without any coercion or obligation” (FGc T5).

5.4.3. Summary of findings in relation to research question three

The findings in relation to the types of CPD indicated that teachers were motivated to engage in both types of CPD. This is because they had engaged in a variety of formal and informal CPD as well as they considered both types valuable for their professional development. However, the data showed that there was no agreement on which type of CPD was more valuable for participants as some participants believed formal activities were more valuable, while others believed the opposite. Likewise, regarding which type was more influential on teacher motivation to engage in CPD, there was an even distribution in relation to both types.

5.5. RQ4: What Influences Saudi Arabian High School Teacher Motivation to Engage in CPD?

Many factors can influence teacher motivation to engage in or avoid CPD. In order to uncover these factors, the researcher identified 48 factors from the relevant literature and examined teachers' perspectives regarding them via the online questionnaire and focus groups. These factors were divided into four major categories: (i) policy and government factors, (ii) school factors, (iii) CPD factors and (iv) within-teacher factors. This division can help to gain a clear picture about each category and to produce meaningful outcomes. This research question was divided between three focus groups: policy and government factors were discussed by one group, CPD factors were discussed by another group and the last focus group discussed factors related to schools and teachers.

5.5.1. Policy and Government factors

When provided with a range of policy and government factors, the majority of participants indicated that all these factors can have a strong or very strong influence on their motivation. The most common factor that influenced teacher motivation was *incentives and rewards*, with approximately 96% of participants indicating this influenced their motivation. The next most common factor identified as influencing participants' motivation was *education policies supporting CPD* with approximately 89% of participants indicating its influence on their motivation. The least common factors were when CPD is optional and when CPD is obligatory identified by approximately 60% and 70% of participants respectively, however, still quite high though (*Figure 5. 11*).

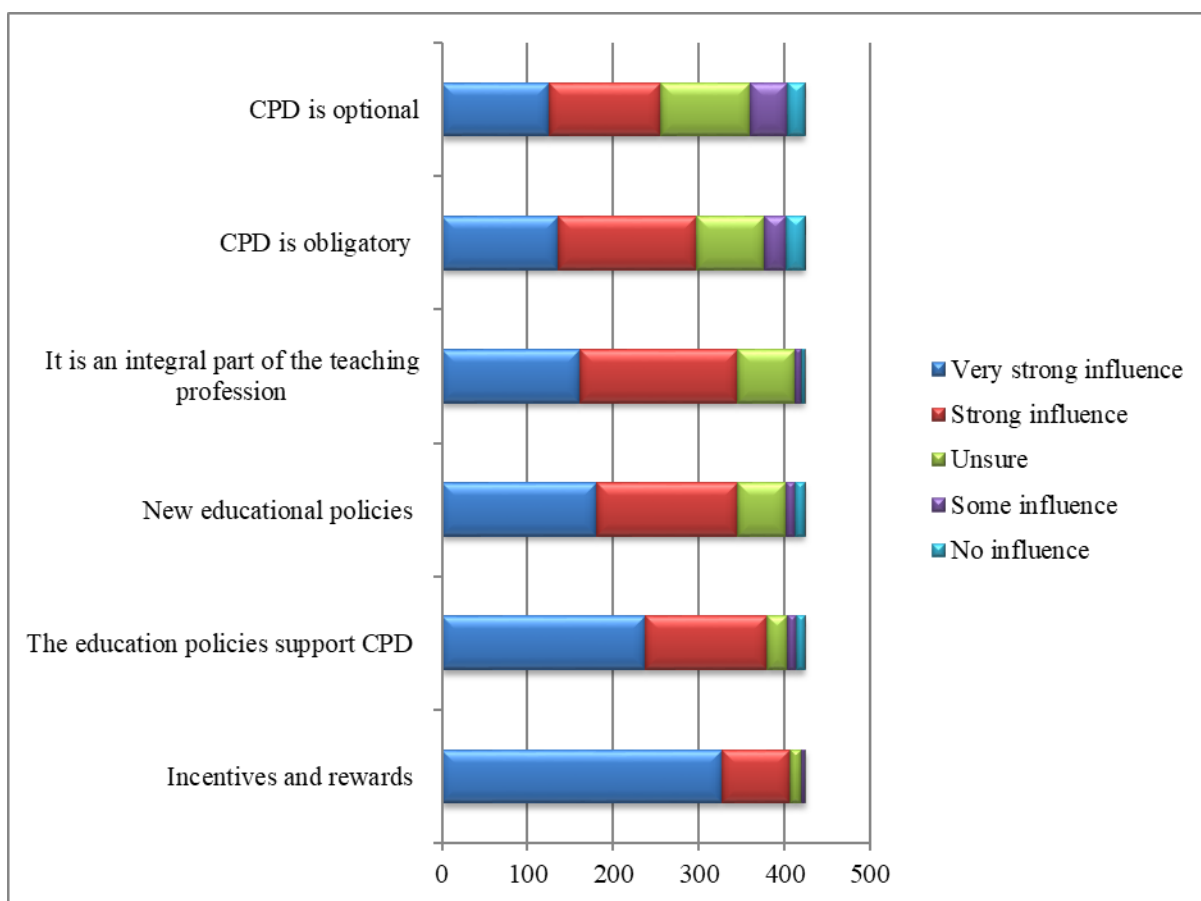


Figure 5. 11. Policy and government factors

A discussion session was held with the fourth focus group (FGd) participants at a high school. The participants confirmed the importance of offering *rewards and incentives* in order to motivate teachers to engage in CPD. One teacher (T1) stated that “when the government set up privileges such as salary raises and giving further considerations for teachers who achieve high career standards, then teachers will be motivated for CPD” (FGd T1). The participants gave more examples of rewards that can enhance their motivation to engage in CPD. For example, they affirmed that having free time is one way to reward teachers; one teacher (T2) said that “there should be special consideration for good teachers in school such as giving them a choice to decide which day they would like to be the Golden

Day” (FGd T2). The “Golden Day” is the day when teachers have more time to do personal duties outside of schools. The participants also suggested “health insurance” as an example of essential rewards. Finally, they confirmed that having social recognition in the community is considered a major reward by teachers. As one teacher (T3) said: “The Ministry of Education must defend teachers in front of the media that discredit teachers in society” (FGd T3).

Furthermore, the questionnaire data showed that approximately 88% of teachers believed that there is a *strong* or *very strong influence of new educational policies* on teacher motivation. The focus group (FGd) participants also confirmed the influence of new policies and strategies on their motivation. As a teacher of the second focus group (FGb T2) declared, “active learning strategies which have more than 100 strategies have improved learning and teaching in schools. Teachers now become facilitators of the learning rather than just delivering information”. Moreover, the curriculum has also been subjected to the reform process as an Arabic teacher (T4) stated: “The Arabic Language now has new strategies to teach students that we have not used before” (FGd T4). Thus, teachers feel that they become more motivated to engage in CPD to keep pace with these reforms. Additionally, the participants pointed out that currently there are two different systems for high schools in Saudi Arabia: the “Quarterly System³” and “Courses System⁴”. These systems, in particular

³ It is an alternative to the annual study as each semester is treated separately from other semesters. The study plan consists of three years, six semesters, which is established in all schools. There are three majors: Natural Sciences, including Maths, Islamic Sciences, and Management Sciences.

⁴ It is a courses-oriented study. The study plan differs from school to school and students can complete their study in less than three years if they study in the summer. There are two majors: Natural Sciences, including

the Courses System, have a great influence on teacher motivation for CPD. As some teachers said: “*The Courses System makes a big difference and has a positive impact on teachers*” (FGd).

The participants were asked that when the teaching license, which is often referred to a teaching certificate that usually needs renewal regularly, is applied in Saudi Arabia, could it influence teacher motivation to engage further in CPD? Approximately 72% of participants believed that applying the teaching license could enhance teacher motivation to engage in CPD. In contrast, a small number of participants, less than 10%, believed that the teaching license has no influence, as shown in *Figure 5. 12*.

Maths and Human Sciences. Recently, the Ministry of Education has announced that it will be applied to all high schools

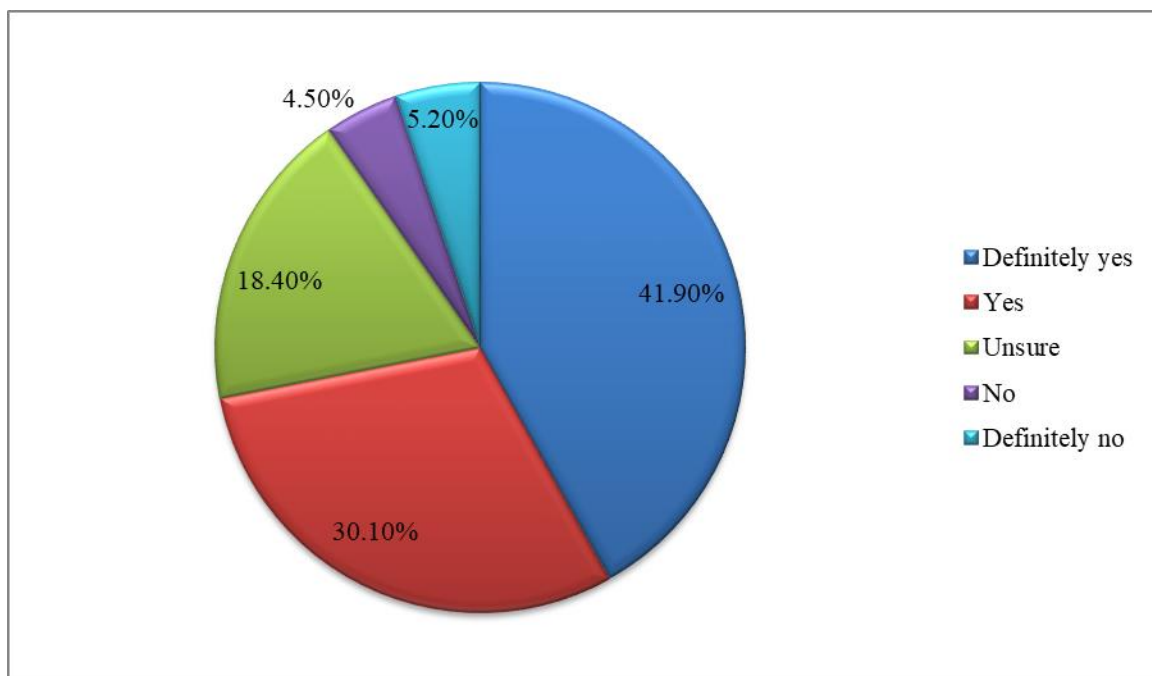


Figure 5. 12. The influence of teaching license requirement on teacher motivation for CPD

The focus group (FGd) participants had different views about the teaching license. While some teachers believed that it would boost teacher motivation for CPD, other teachers believed the opposite. For example, one teacher (T5) stated that “when implementing such a license, teachers will be motivated to pursue development themselves to meet the requirements” (FGd T5). Also, some teachers believed that the teaching license could make a difference in terms of teacher motivation for CPD. One teacher (T5) stated: “The teaching license will motivate teachers to develop themselves” (FGd T5). Another teacher (T4) commented that “I strongly hope that the teaching license will be applied immediately” (FGd T4).

On the other hand, one teacher (T3) opposed this view saying: “It sounds a great idea, but I do not think it will be applied properly in our context” (FGd T3). The participants believed

that if teachers are employed by the government, the teaching license will not be effective. This is because teachers who do not meet the requirements will not be removed or prohibited from some privileges. As stated by one teacher (T2), “We have a different system of hiring teachers from other countries so I do not think it will work here” (FGd T2). This is because that recruiting teachers is a completely government matter and schools do not involve in it at all. The Ministry of Education recruit teachers based on their requirement and policies which do not yet include policies regarding the teaching license.

Other teachers, who appeared to be in the middle spot, suggested that the teaching license will be influential when it is linked to rewards and other privileges. One teacher (T3) said: "When the teaching license is linked to a system of differentiation where only licensed teachers can obtain further privileges, such as overseas scholarships, it will influence teacher motivation for CPD" (FGd T3).

Summary of Government and policy factors

The findings related to the government and policy factors showed that all seven factors provided to participants had a strong influence on their motivation to engage in CPD. This ranged from 60% to 96% of participants. The most common influential factor was when teachers have rewards and incentives followed by factors related to new policies and reforms that support CPD. In contrast, the least common factors were when CPD is optional (60%) and are obligatory (70%), although they are quite high.

5.5.2. School factors

In relation to school factors, the questionnaire provided participants with a range of school-related factors and asked them to indicate to what extent these factors were influential on their motivation to engage in CPD. Participants indicated that all of the factors had a *strong* or *very strong* influence on their motivation, as shown in *Figure 5. 13*. Approximately 95% of participants believed that when their teaching workload is decreased and they have sufficient support from the school administration and supervisors, their motivation will be positively influenced. As well as this, over 87% of participants considered some factors as influential on their motivation. These factors included having sufficient time during the school day, good relationships with other staff, to improve my students' learning, and when resources in the school are activated. The lowest proportion of participants, approximately 54%, believed that their motivation would be enhanced *if CPD is recommended by the principal and others*.

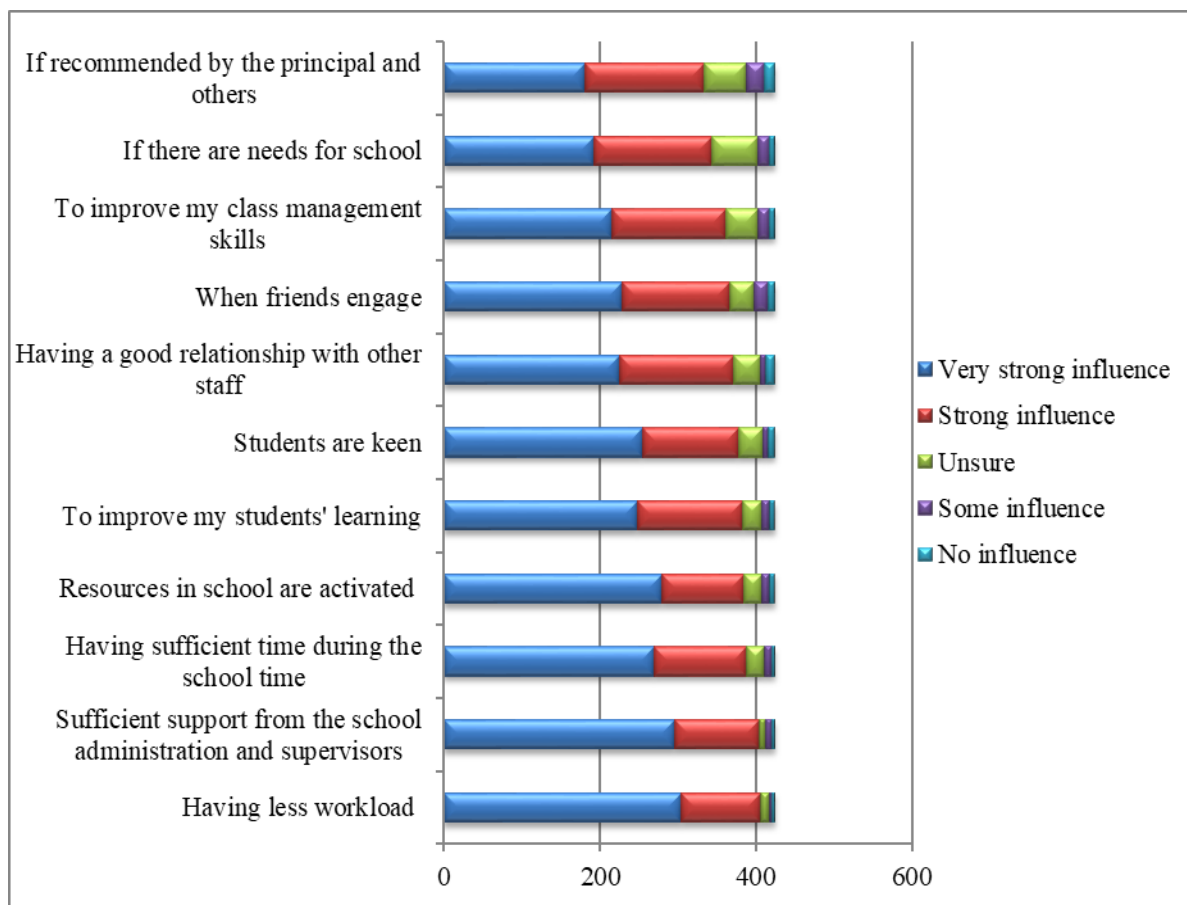


Figure 5. 13. School factors

These findings were confirmed by participants in the fifth focus group (FGe). They emphasised the significant influence of having less workload and sufficient time during the school day on teacher motivation to engage in CPD. As one teacher (T1) said: “How can I attend CPD while I am very busy with my work?” (FGe T1). They believed that a heavy workload will not allow them free time to engage in CPD. The participants also declared that in addition to their teaching responsibilities during school time, they have other duties, such as family duties, for the rest of the day which makes them unmotivated to engage in CPD. The participants also claimed that having heavy workloads will not only discourage teachers from engaging in CPD but also it could lead to other disadvantages, such as “weakening

teaching performance... on-going mental stress... and draining teacher energy” (FGe T3). In contrast, some teachers (such as T2) stated that “having less workload will also bring about further advantages, such as improving our teaching performance and a sense of satisfaction” (FGe T2).

Some participants in the focus group claimed that improving students’ academic achievement plays an important role in teachers’ feelings. As stated by one teacher (T5), “each teacher likes to see the fruitful results of their students like the farmers' pleasure when harvesting fruits” (FGe T5). Moreover, when teachers find that students are keen to learn, they will be inspired to teach them even better. One teacher (T4) stated: “We are suffering these days with our students who show that they do not care about learning and attending school” (FGe T4).

Establishing good relationships in school can be of great value in enhancing teacher motivation to engage in CPD. The participants confirmed that with a good relationship between teachers, teachers can visit and learn from each other and collaborate with teachers on different issues. One teacher (T3) said that “when I visit my peer class, I learn some ways to manage the class” (FGe T3). In addition, the participants claimed that good relationships between teachers can create a competitive environment which would enhance their development and their students’ outcomes. One teacher (T4) stated: “When I compete with other teachers, I can see improvement in my students’ outcomes” (FGe T4). Such an environment encourages teachers to better prepare their lessons.

Summary of school factors

The participants perceived that all school factors (10 factors) had a strong influence on their motivation to engage in CPD. The heavy workload and a lack of time appeared to be the most influential factors whereas the least influential factor was if CPD is *recommended by the principal and others*. The participants asserted that a heavy workload will negatively influence teacher motivation for CPD in addition to weakening their performance and creating negative emotions towards their job. Also, the nature of the school community where teachers find a supportive environment and collaboration with peers played an important role in influencing teacher motivation to engage in CPD.

5.5.3. CPD factors

In relation to factors associated with CPD themselves, the majority of questionnaire participants indicated that all the given factors had a *strong* or *very strong influence* on their motivation to engage in CPD (see *Figure 5. 14*). While all these factors were indicated by over 90% of participants as factors that had a *strong* or *very strong* influence on their motivation to engage in CPD, implementing CPD either in school or out of school were the lowest influential factors with approximately 70% of participants. The most common factors indicated as likely to influence their motivation to engage in CPD were *if CPD fit my professional needs* and *when the presenters of CPD is able and qualified* (97%). This factor was closely followed by *if CPD provide me with new knowledge and educational practices* (95%).

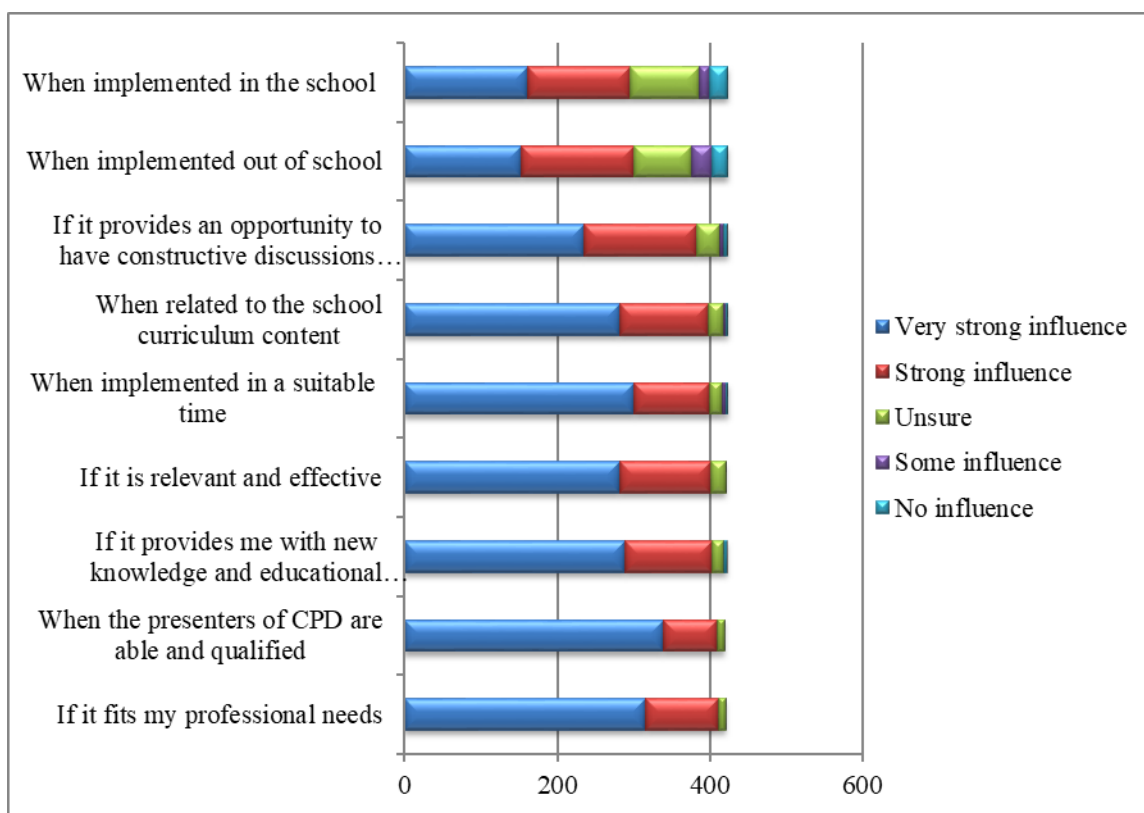


Figure 5. 14. CPD factors

Factors associated with the CPD themselves, and which had been identified from the analysis of phase one, were discussed by the sixth focus group (FGf) participants who met at a high school. During the discussion session with the focus group, participants agreed about the influence of the given factors. They confirmed the significance of CPD fitting their professional needs, such as teaching skills, classroom management skills and so on. As stated by one teacher (T1), “we need to have diverse skills to teach our students, manage the classroom and understand the individual differences between students” (FGf T1). This view was supported by another teacher (T2) who said: “Recently, many changes have occurred regarding different things – in our life, students, curriculum – which make it essential for us to develop our teaching skills” (FGf T2). Another teacher (T3) confirmed that “I attended a

CPD two months ago, and I was frustrated with its content because I did not find any good teaching strategies” (FGf T3).

The focus group participants also emphasised that CPD is needed to provide them with new educational practices and knowledge. One teacher (T3) asserted that “there is no need for CPD if the programmes do not provide us with new teaching methods” (FGf T3). Additionally, new educational practices can help teachers and students to overcome boredom in class. As stated by one teacher (T4), “nowadays, there are a lot of new, fun and diverse ways to get knowledge, so students see the school as boring... so teachers need to make learning fun and to compete with these means” (FGf T4). In terms of new knowledge, they confirmed that some subjects needed new information and continuous updates, such as Maths, Sciences and Computing. Therefore, CPD should address such needs. One teacher (T5) said: “In my subject, Computers, there is new knowledge in the curriculum that I did not even study in my college” (FGf T5).

The focus group participants confirmed that effective and relevant CPD play an influential role in enhancing their motivation to engage in them. They also stated that when the programmes were repeated or had low quality content, they would not be motivated. One teacher (T3) claimed: “I attended lots of CPD, I found it boring and useless” (FGf T3). Another teacher (T4) said: “I had to attend three programmes with the same title and content” (FGf T4). Another teacher (T2) stated that “I attended several programmes with different titles, but, in fact, they were similar” (FGf T2). Additionally, they emphasised that although some CPD provided good content, it could only be applied in some schools due to some limitations in other school contexts. For example, one teacher (T5) stated that “some schools

have small rooms full of students which cannot allow me to apply some teaching strategies that learned in CPD” (FGf T5).

In addition, some participants emphasised the significance of CPD when there is a constructive discussion with other participants. One teacher (T3) stated: “Once, I attended a training course that was mostly discussions with other teachers around multiple issues... it was a very successful course” (FGf T3). Another teacher (T5) emphasised that “Workshops during programmes are useful. We can share experiences” (FGf T5).

Furthermore, the participants affirmed that facilitators of CPD play an important role in terms of teacher motivation to engage in CPD. The focus group participants stressed that when the facilitator is appropriately qualified and able to deliver the content in an expert way, they are more likely to be motivated for CPD. One teacher (T4) summed up this idea: “When I engage in a CPD, I need to meet a presenter who is better than me” (FGf T4). This was in line with a teacher from another focus group (FGb) who commented that “When I want to attend any programme, I look for who is the presenter firstly” (FGb T2).

Summary of CPD factors

The findings related to CPD factors showed that all the factors that were presented to participants (9 factors) were influential on their motivation to engage in the programmes. Most of these factors were considered influential on their motivation by over 90% of participants. The content of CPD was the most influential factor. Both phases’ participants confirmed that the relevant CPD that related to teachers’ needs and school curriculum and

environment would enhance their motivation to engage in CPD. Besides, the quality of the facilitator of CPD also was among the top influential factors on their motivation.

5.5.4. Within-teachers factors

In the phase one questionnaire, participants were presented with 21 within-teacher factors covering a variety of factors which had been identified from the literature. They comprised factors related to improving teachers' skills and knowledge, as well as teachers' feelings, personal goals and beliefs. The majority of participants perceived these factors as having a *strong* or *very strong* influence on their motivation to engage in CPD. *Figure 5. 15* shows that the most common factors that were selected by more 94% of the participants were *to improve my teaching skills, to improve the education in my country, to be a successful teacher, my religion highly encourages me to perfect my work* and *to become a life-long learner*. The other factors were chosen by over 75% of the participants except four factors: *because of the difficulty of my subject, when I expect that I cannot overcome the difficulties of my profession, the hardship of handling new technology tools* and *to escape from the work routine*. The least common factors were *the hardship of handling new technology tools* and *because of the difficulty of my subject* (54%).

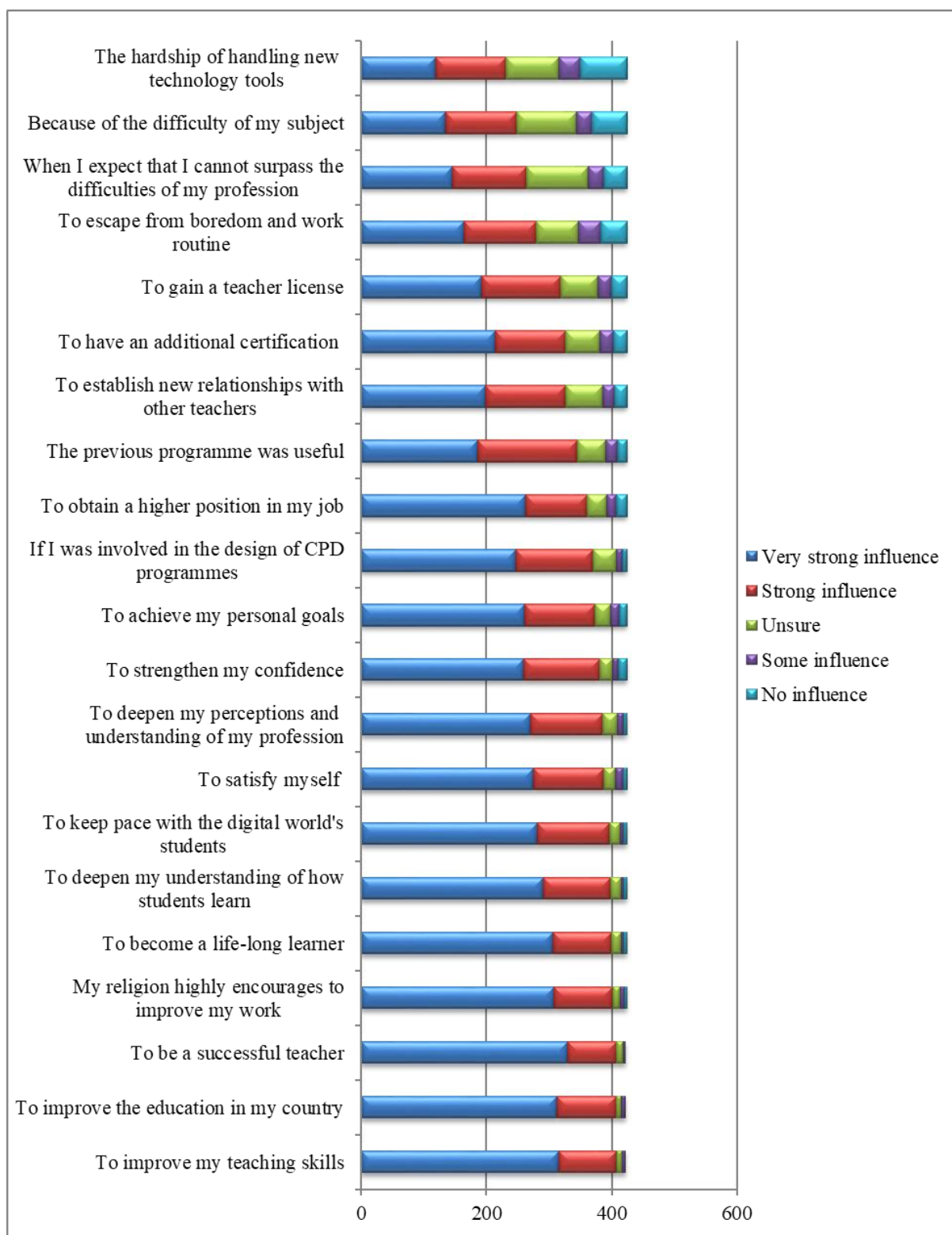


Figure 5. 15. Within-teacher factors

These findings were reiterated by the focus group (FGe) participants who emphasised that teachers have high motivation to improve their teaching skills. The focus group stressed that skills such as “classroom management, delivering information, and communication skills with students” are important and valuable for all teachers. This idea was reflected in the comments of one teacher (T3) who stated that “improving my skills will help me cope with the workload and make me more confident” (FGe T3). Another teacher (T1) added, “It will help me to deliver my lessons in a better way” (FGe T1). In addition, a third teacher (T2) said: “We need to improve our teaching skills because students these days are different from the past” (FGe T2).

The desire to be a life-long learner was also confirmed as an important factor in relation to teachers’ motivation to engage in CPD. The focus group participants (T3) stated that “teachers should be in touch with knowledge and keep track of information about their subjects” (FGe T3). However, it was claimed by some participants that teachers believe in the concept of life-long learning but there are obstacles in their way. As one teacher (T3) said: “We have attempted to engage in some CPD, but we faced some formal difficulties, such as the school administration asking for permission from the General Department of Education in Jeddah before starting courses while the programmes were in the evening, besides the difficulty of obtaining the permission itself” (FGe T3).

The focus group participants also reported that mastering the job is important as the Islam religion urges its followers to perfect their work. They confirmed that when teachers work hard to perfect their job, they will be satisfied as they adhere to their religious teachings. As explained by one teacher (T1), “when I receive my salary while I am not satisfied with my

teaching, I feel guilty as this money is counted as unlawful for me in terms of our religious teachings” (FGe T1). However, while participants believe that their religion is a significant factor, they understood that the religion cannot stand alone without supporting factors, as one teacher (T3) stated: “The religion factor is just one factor among factors that influence teacher motivation” (FGe T3).

Summary of within-teacher factors

Within-teacher factors were found to have a strong or very strong influence on teacher motivation to engage in CPD. These findings were shown by participants in both phases of the research. The most common influential factors were a combination of professional and personal factors, such as *to improve my teaching skills, to improve the education in my country, to be a successful teacher, my religion highly encourages me to perfect my work and to become a life-long learner*. The least influential factors were *the hardship of handling new technology tools and because of the difficulty of my subject*.

5.6. Chapter Summary

Through this chapter, the results have demonstrated a number of important and unanticipated findings regarding Saudi Arabian high school teacher motivation to engage in CPD. It highlights that a high number of participant teachers were motivated to engage in CPD. The findings showed that participants perceived CPD as valuable and that there should be a requirement for teachers to attend them every year. The chapter also outlined findings that show that participants considered both types of CPD, formal and informal, as important and

influencing their motivation to engage in them. Finally, the chapter has presented the findings in relation to those factors that influence teacher motivation to engage in CPD. These factors were organised around four meaningful categories: government and policy factors; school factors; CPD factors; and teacher factors.

CHAPTER SIX

DISCUSSION

This chapter discusses the final integrated findings of the study presented in the previous chapter. Overall, the findings showed that high school teachers in Saudi Arabia were generally motivated to engage in CPD and also identified several factors that influenced teacher motivation to engage in such programmes. This chapter provides a discussion of the main findings based on the study's four research questions. In addition, the chapter presents a conceptual framework based on the findings regarding teacher motivation and their engagement in CPD.

6.1. RQ1: To What Extent Are High School Teachers in Saudi Arabia Motivated to Engage In CPD?

Analysed data showed some interesting patterns regarding high school teacher motivation to engage in CPD. As motivation is a psychological construct – it can only be inferred by observing people's behaviour (or having this behaviour reported). Based on this, the discussion of research question one: – To what extent are high school teachers in Saudi Arabia motivated to engage in CPD?- is organised around three inferences which are teacher voices regarding their motivation, their beliefs and behaviours regarding motivation to engage in CPD. Across all these inferences, there is a strong sense of teacher voice. These inferences indicate the extent to which teachers explicitly voiced their motivation to engage in CPD which can be considered as the most obvious evidence regarding their hidden

motivation. The next inference is related to teachers' beliefs regarding a number of issues around their motivation and the engagement in CPD. Finally, their behaviours with regard to their motivation to engage in CPD which include their actual engagement and persistence to engage in such programmes.

6.1.1. Teachers' voices about their motivation

First of all, it might be important to mention that the current study only represents high school teachers' voices in both phases as the data of both phases collected their own expression. This is because the participants of the study were only high school teachers who were online questioned in the first phase of the study and interviewed in the next phase. Nevertheless, analysed data revealed that the participant teachers voiced their motivation to engage in CPD. Initially, the most common reason cited by participants for choosing teaching as a job was love and admiration for teaching as reported by approximately 58% of participants. The focus group participants also confirmed that they loved their profession and enjoyed it. This reason could indicate that they were intrinsically motivated to perform teaching as love is often associated with intrinsic motivation. It could also be interpreted that these teachers were motivated to engage in CPD during their career to maintain good performance out of their love and commitment to teaching.

People's choices can be an indicator of their motivation as suggested by numerous studies (e.g. Brophy, 2013; Schunk, Pintrich, & Meece, 2007; St.George & Riley, & Hartnett, 2008). Choices can influence people's actions and expectations to achieve. According to Watt and Richardson (2007), teacher academic choice can also influence their expectation to succeed

and their value of the task. Moreover, studies show that intrinsic reasons for teaching can lead not only to a better level of teaching effort related to preparing class lessons and other students' matters, but also it predicts further interest to engage in CPD to improve their profession (Malmberg, 2008). Malmberg (2008) also stated that intrinsic reasons for teaching can enhance teacher motivation to adopt a professional approach to wanting to improve their professional practices.

Compatible with this statement of Malmberg (2008), analysed data showed that the majority of the questionnaire participants expressed that they were motivated to engage in CPD (approximately 83%). The focus group participants also endorsed this finding and confirmed that they were motivated to engage in CPD as well. In line with this, some studies confirm that teachers are motivated to engage in CPD. For example, Karabenick and Conley (2011) stated that recent studies confirmed that there is a relationship between teacher motivation and their tendency to engage in CPD. Similarly, Karabenick, Conley, and Maehr (2013) conducted a questionnaire on over 500 teachers in the United States and found that teachers were positively motivated to engage in CPD, with only 7% indicating that they were unmotivated.

Concerning teachers' voices, many studies have stressed the importance of hearing teachers' voices with regard to educational issues (e.g. Goodson, 1991; Hannaway & Rotherham, 2006; Jessop & Penny, 1998; Kirk & MacDonald, 2001; Pennington, 2013). Gratch (2000) also affirmed the influence of teacher voices in shifting school culture and enhancing reforms. In particular, when it comes to CPD, studies affirm the importance of having teachers' voices as they are the objective of these programmes. Goodson (1991) stated that

the key element of teacher development is teachers' voices. Goodson (1991) confirmed that when designing CPD, the focus mostly was on teacher practices, while it needs to be more on listening to teacher voices as they are the target of all CPD.

It has been reported that when voices of teachers have not been heard in relation to CPD, the success of these programmes is unlikely. Jessop and Penny (1998) argued that one of the main factors for the lack of success in relation to teacher development could be the neglect of teacher voice. Similarly, Hannaway and Rotherham, (2006) stated that neglecting teachers' voices seems to be a way that does not provide a benefit for education but tends to produce more problems in relation to educational reforms. This can also impact teacher CPD as most reform efforts have an impact on teacher skills and practice in the classroom (Hannaway & Rotherham, 2006).

While the importance of teachers' voice has been confirmed in relation to educational reforms, curriculum changes, policies and student performance (Goodson, 1991; Jessop & Penny, 1998; Kirk & MacDonald, 2001), teachers' voice regarding their motivation to engage in CPD seems unaddressed. In fact, teachers' voices regarding their motivation should be considered as an authentic resource that provides genuine data. This can be obvious when considering that motivation is a hidden concept that cannot be recognised unless there are some indicators. Thus, when teachers have opportunities to voice their motivation, this can be advantageous. By giving teachers further opportunities to express their views about their motivation, this can provide several advantages, including understanding their beliefs and behaviours towards CPD. As stated above, when neglecting teacher voices regarding general education aspects, it could lead to failure in these aspects. More importantly, when

teachers' voices regarding their motivation are neglected, it can be worse and more disappointing. Nevertheless, in general, investigating teacher motivation should have some caution as teacher voices alone might not be enough to comprehend such a complicated concept.

6.1.2. Teachers' beliefs

Analysed data revealed some points that indicate teachers' beliefs regarding their motivation to engage in CPD. The vast majority of participants, 98%, believed that CPD is required for teachers, and therefore, the majority, 91%, also believed that teachers should engage in such programmes every year. Additionally, data analysis showed that approximately two-thirds of participants believed that the Saudi Arabian Ministry of Education should embrace a range of effective strategies from CPD that are used in other countries. An example of such strategies is an obligation for teachers to engage in 100 hours a year. These beliefs show that teachers are highly aware of and motivated to engage in CPD as they believed that these programmes can enhance their professional knowledge and skills to meet their professional needs. In line with this, the focus group participants believed that when CPD met their needs, they would be more likely motivated to engage in such programmes.

The relationship between beliefs and motivation has been acknowledged in a large body of research. Studies show that people's beliefs play an important role in their motivation (Ames, 1992; Guskey, 2002; de Vries, van de Grift, and Jansen, 2014; Reeve, & Su, 2014). Also, motivational theories, such as Self-Efficacy and attribution theories confirm that people's beliefs influence their motivation and behaviour to engage in and perform tasks (Bandura,

1993; Weiner, 1985). Hence, teachers' beliefs about the value of CPD can be a critical factor in their motivation. According to Guskey (2002), what attract teachers to engage in CPD is their beliefs that the programmes will enhance their knowledge and skills, contribute to their development and to students learning. Accordingly, de Vries, van de Grift, and Jansen (2014) reported that the more teachers believe in the value of CPD, the more their engagement in such programmes. Thus, when CPD is effective and valuable for teachers, they can enhance teachers' beliefs and motivation to engage in CPD.

Compatible with this, findings from this study showed that the majority of participants believed that CPD was valuable and useful. This was supported by the focus group participants who stated that CPD was useful in relation to enhancing their professional development and to their students' academic achievement. The relationship between the value people perceive regarding a task and their motivation to engage in has been shown by the Expectancy x value theory (Eccles & Wigfield, 2002). This theory shows that people's motivation to engage in a task is a reflection of their expectancies about their performance and the perceived value of the task (Thomson & Kaufmann, 2013). In this regard, data analysis in the current study revealed that the participant high school teachers perceived CPD as valuable for increasing their teaching skills and knowledge. In line with this, Karabenick et al. (2013) reported that teachers were motivated to engage in CPD when they perceived the programmes as valuable and essential for improving their professional skills and knowledge. Hence, the value that teachers placed on CPD, as well as their actual engagement in these programmes, provided reasonably substantial evidence that they had the motivation to engage in these programmes.

To achieve a better understanding of teacher motivation to engage in CPD, several studies have suggested that it is useful to apply the framework of the Expectancy x value theory (Eccles & Wigfield, 2002; Karabenick & Conley, 2011; Schieb & Karabenick, 2011; Thomson & Kaufmann, 2013). This theory determines people's engagement in, and the value they place on, tasks. According to Karabenick and Conley (2011), studies that investigate teacher motivation within the framework of the Expectancy X Value Theory show that there is a relationship between teacher motivation and their engagement in CPD when they place a value on these programmes. McMillan et al. (2014) also stated that teachers who valued CPD were motivated to seek and pursue CPD in response to their needs personally and/or professionally. Four components of task value represent the key aspects of this theory are discussed below.

First, utility value refers to the participants' concerns about their job goals and needs. CPD is valuable in this regard as they empower teachers with their professional skills, such as improving teaching skills and classroom management skills. This has been emphasised by the focus group participants who found that CPD they had engaged in provided them with necessary skills and knowledge. Therefore, such value of CPD led participant teachers to express their interest in engaging in other CPD.

Second, participants have an attainment value that highlights the personal importance of the task. Participant teachers found CPD help them to gain skills and broaden their knowledge of the curriculum and then enhance their students' academic achievements. The attainment value enhanced teacher motivation to engage in CPD as they learned more and felt more confident as teachers.

Third, intrinsic value refers to the enjoyment that participants gain from their engagement in CPD. This was confirmed by participant teachers who were interested in engaging in CPD when these programmes connected to their personal and professional goals even if there were some difficulties associated with it. For example, the focus group teachers had engaged in “Empowerment Programme”, which lasted two months, with 10 hours’ commitment every week and had strict rules regarding attendance and required additional work. Nonetheless, they expressed that they enjoyed engaging in such programmes and were intrinsically motivated to do so.

Finally, the value of CPD has some cost that could lead to some obstacles. Although teachers were interested in engaging in CPD, they could be required to exert more effort and spend extra time and, in some cases, money to engage in CPD. Besides, it would comprise some negative emotions. The focus group teachers outlined some of those: for example, some teachers had to travel every week several hundred kilometres to engage in CPD, and they had to pay for it themselves, while others had to relocate to another city for a few years to accomplish their professional development.

6.1.3. Teachers' behaviours

This section discusses participants’ reported behaviours that show the degree of their motivation to engage in CPD. These behaviours include their actual engagement, and persistence to engage in CPD. As shown by numerous studies, people’s observed behaviours are indicators of their motivation (Alderman, 2008; Brophy, 2013; McInerney & Liem, 2008;

Schunk et al., 2007). This is because motivation influences, directs and energises peoples' behaviour. Thus, through these behaviours, it can be predicted that teachers were motivated to engage in CPD. Data analysis revealed that the majority of participants, approximately 90%, reported engaging several times in CPD during their careers, and more than 50% of them had engaged at least five times over their career. Teachers' engagement suggests that they perceived CPD as valuable and that they were motivated to engage in. As mentioned above, motivational theories show that people's beliefs will affect their motivation to engage in a task (Bandura, 1993; Weiner, 1985).

Among their behaviour patterns, analysed data also exposed participants' persistence to engage in CPD. The majority of participants had engaged in a variety of formal and informal CPD over years, such as training programmes and meaningful discussion. Such persistence indicates the high degree of teachers' motivation to engage in CPD. This persistence can also suggest that CPD was valuable for teachers so that they kept engaging in. This was supported by the focus group participants who stated that there were some teachers who had to travel long distances to engage in CPD or others had to move to another city for the same purpose. They chose to fully engage on their own without being asked to do it. These examples emphasised that teachers had high motivation to engage in CPD.

Another example of their persistence is when participants were asked whether they would engage in CPD if there was another opportunity, approximately 94% of participants stated that they would like to. This also indicates the value that teachers perceived in CPD for improving their profession. The value of CPD will be further discussed in the following research question. These findings are similar to other study findings, such as Musset (2010)

who reported that the majority of teachers of 23 countries participated in the survey of TALIS (2009) had engaged in a variety of CPD.

A large body of research confirms that people's behaviour, such as their choices, engagement, persistence and performance, indicate their motivation (Brophy, 2013; Schunk et al., 2007; St.George & Riley, 2008). According to Stirling (2016), the beliefs influence the values attributed to tasks, which in turn, influence people's choice, performance, persistence, and achievement. Sinclair (2008) also claimed that motivation delineates the activities that people engage in, how long their engagement will continue and the depth of their engagement in these activities.

To sum up, the findings related to the first research question indicated that the majority of participant teachers were motivated to engage in CPD. Their motivation was clearly shown through their own voices, their beliefs and their reported behaviours regarding motivation to engage in CPD which include their engagement and persistence to engage in such programmes.

Regarding the hypothesis of the study, even though the researcher has worked as a teacher for more than a decade, the results were in contrast with the study hypothesis that high school teachers in Saudi Arabia are unmotivated to engage in CPD. Several reasons could explain this contradiction between the hypothesis and the results. Firstly, there is a lack of research on teacher motivation for CPD locally and even globally, and therefore it was difficult to make an informed prediction based on evidence. Secondly, in the time when the researcher was a teacher, it was uncommon to hear that an excellent teacher receives some incentives

or appreciation from the head of school or the Ministry of Education. Hence, the researchers believed that this situation could encourage teachers to feel that there is no difference whether they were excellent or inferior teachers. Therefore, it was normal to predict that teachers would be unmotivated to engage in CPD. In addition, there are negative stereotypes regarding teachers in Saudi Arabia, thus, the researcher might have been influenced by these. Teachers there are often viewed as weak and careless in relation to their jobs, and indeed the researcher had personally experienced some teachers who seemed negative about their jobs. However, the findings of this study revealed a positive picture of teachers in Saudi Arabia which was a pleasing outcome.

6.2. RQ2: What Value Do High School Teachers in Saudi Arabia Place on CPD for Their Continuing Professional Development?

Analysis of data showed that teachers placed a high value on CPD for their professional development. The value here refers to what Wigfield and Eccles (2000) say that tasks can hold different types of values, including utility value, attainment value and intrinsic value as discussed above in the first research question. The high number of participants indicated that all CPD were valuable to them. The value placed by the participants on CPD indicated that teachers believe that CPD provided them with necessary knowledge and skills which can help them to enhance their teaching performance. Hence, teachers can attain what they need or feel interested in to improve their profession. This idea was supported by the focus group participants who confirmed the value of CPD on their professional development, particularly the value of some contemporary CPD. The focus group participants affirmed that the content of some existing CPD was valuable and therefore they were interested in engaging further in

CPD. These findings align with other studies which found that teachers consider CPD valuable for their profession and influential on their continuing professional development (e.g. Darling-Hammond et al., 2009; Goodall et al., 2010; Hustler, 2003; Karabenick & Conley, 2011; Kempen & Steyn, 2016; Paine & Fang, 2006; Postholm, 2012).

Analysed data showed that the value of CPD was confirmed in relation to a range of teaching and learning aspects that were presented to the participants. All these aspects scored reasonably highly regarding the value of CPD, in ascending order from the bottom item broadening your knowledge of the subject at approximately 70% to the top item improving your teaching skills at 85%. The aspects were divided into two categories: firstly, items related to teaching professional needs, including *improving your teaching skills* and *broadening your knowledge of the subject*; and, secondly, items related to student's learning outcomes, such as *understanding how students learn better* and *learning theories around students' learning*.

These two broad categories are generally considered as the most important outcomes of designing CPD, hence, it is not surprising that teachers placed high value on CPD when these categories are taken into consideration. The focus group participants supported this idea by suggesting that when CPD do not meet their professional needs, they feel frustrated, and then will have less motivation to engage in further CPD. This finding aligns with other studies that found that CPD was perceived valuable by teachers when directly related to enhancing the required knowledge and skills for both teachers and students and when they provided opportunities for professional practice (e.g. Darling-Hammond et al., 2009; Postholm, 2012). Therefore, when these aspects have not been met, teachers might not feel motivated to

engage in CPD. According to Hustler (2003), teachers can have negative stances towards CPD when they perceive CPD not making worthy contributions to improved teaching and learning.

6.2.1. The value of CPD for improving teaching skills and knowledge

Data analyses revealed that more than three-quarters of participants perceived CPD as most valuable when the programme contributes to improving teaching skills. Aspects related to the teaching profession included *improving your teaching skills* and *developing your class management skills*. This indicates the teachers' awareness of enhancing required skills that enable them to better perform teaching. In line with this, the focus group participants confirmed the importance of CPD when the programmes enhance their teaching skills. In fact, the focus group participants found CPD valuable in relation to their teaching skills, hence, they became more motivated to engage in CPD.

The literature affirms that teachers are mindful of the importance of being well-equipped with a wide range of professional skills and knowledge, particularly in the current climate of rapid change and technological advances (Darling-Hammond et al., 2009; Musset, 2010). As enhancing teachers' skills and knowledge is considered as an important goal of CPD (Cohen, 1995; Desimone, 2011; Desimone et al., 2002), thus, Desimone (2011) stated that “the substantive features of professional development programs — not their structure — matter when it comes to enhancing teachers' knowledge, skills, and classroom practice” (p. 69).

Furthermore, it is suggested that teachers valued CPD when they enhanced their knowledge regarding teaching subjects and educational theories. Data showed that more than 70% of participants indicated that they perceived CPD valuable when *broadening their knowledge of subject, motivating them to learn more and knowing educational theories around student learning*. This idea was supported by the focus group participants who confirmed that CPD was valuable in enhancing their knowledge and helped them to keep up-to-date with changing knowledge. CPD have become more important for teachers as they need not only to keep pace with the rapid changes of knowledge in the technology era, but also to fit with the expectations of the current generation of students. The focus group participants emphasised this when stated that if CPD did not equip teachers with requisite new knowledge, they would struggle with their students. This finding is in line with other related studies that stress the importance of teachers being engaged in CPD, particularly in this world where the knowledge is rapidly changing and growing exponentially (Desimone, 2011; Desimone et al., 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001).

When comparing the perceived value of CPD on improving teachers' skills and improving student learning, analysed data showed that teachers perceived CPD more valuable on teaching aspects. This finding was highlighted by the participants identifying items related to teaching skills and teacher quality, such as *improving your teaching skills, motivating you to learn more, and developing your confidence as a teacher* as being more valuable. The reason for this may be that teachers believe that improving themselves is an important step for improving their students' learning. When teachers become better and their skills have been developed, it predicts that students' learning outcomes will be enhanced. This idea is reflected by researchers such as Timperley et al. (2007) who claim that “teachers’

knowledge, skills, attitudes, and dispositions have direct and serious implications for the success of the students they teach.” (p. 9).

6.2.2. The value of CPD for improving student learning

Analysed data showed that approximately 80% of the questionnaire participants indicated that CPD was valuable when they addressed aspects related to students' learning. These aspects included *understanding how students learn better* and *learning theories around students' learning*. The focus group participants also confirmed that they valued CPD that provided them with strategies to help enhance their students' learning and improve students' involvement in learning activities. The importance of understanding how students can learn better is a central core of the teaching profession. Hence, it is necessary that CPD aim to enhance teacher understanding of such aspects to ensure better teaching performance and, in turn, students' learning outcomes.

Indeed, improving students' learning outcomes is considered the ultimate goal of education (Kirkwood & Christie, 2006; Stoll et al., 2012). Therefore, several studies affirmed that CPD must provide teachers with various opportunities to learn and understand how their students learn better and thus enhance their academic outcomes (AFT, 2008; Darling-Hammond et al., 2009; Desimone, 2011; Guskey, 2002). Teachers should understand strategies that facilitate student learning, and understand ways to evaluate these strategies and assess their students' learning. Timperley et al. (2007) stated that CPD is considered important in empowering teachers with important strategies to better understand their students, assess their learning outcomes, and help students to learn better.

The findings from this study challenge the original hypothesis posed by the researcher that high school teachers in Saudi Arabia do not place value on CPD. Several reasons could explain this contradiction. Firstly, the researcher has been away from Saudi Arabia since 2012, and during that time there have been new policies and educational reforms that Saudi Arabian teachers might have found valuable and which have encouraged them to engage more in such programmes. In the meanwhile, CPD may have improved significantly and become more tailored to teachers' needs as the participants pointed out the contemporary CPD. Besides, it could be explained by that teachers have become more aware of the importance of understanding various issues around their skills and how students learn better.

The other reason could be that the construct of motivation is so complex, it is not just black and white – for example it is not either teachers value it or they do not. There is a very large grey area as well as it is very context specific. Hence, it is hard to provide an accurate evaluation of teacher motivation to engage in CPD. Finally, during reviewing the literature around Saudi Arabian teacher CPD, some researchers, such as Alghamdi and Li (2011), reported that CPD in Saudi Arabia was ineffective which made the current researcher to pose such a hypothesis.

6.3. RQ3: What Types of CPD Do Saudi Arabian High School Teachers Perceive to be Most Motivating?

Data analysis showed that participants were generally motivated to engage in, and valued, both types of CPD, formal and informal, as demonstrated in Table 5. 4. Analysed data

showed that training programmes inside and outside school and conferences and seminars were the most common formal activities that participants engaged in, whereas meaningful discussion and collaborating with peers were the most common informal CPD. Concerning the value of the types of CPD, participants mostly ranked all formal and informal activities as valuable. However, the most valuable formal CPD were educational conferences and seminars, followed by training programmes outside and inside schools. Besides, the most valuable informal CPD were collaborating with other teachers and meaningful discussions with peers.

This pattern of response could indicate that they were positively motivated to engage in both types of CPD alike. However, as will be discussed soon, analysis of data showed that both types of CPD had almost the same influence on teacher motivation to engage in.

6.3.1. Formal CPD

Qualitative and quantitative data indicated that conferences and seminars were regarded as the most valuable formal activities by participant teachers. This could be interpreted as conferences and seminars provide many opportunities to teachers to learn from each other, provide and receive support, share values and gain experiences from other educators. Focus group participants confirmed the importance of such activities as they stated that they found conferences valuable and had learned much from engaging with other educators in seminars, in particular, these programmes were valuable for new teachers. Fresko and Abu Alhija (2015) have reported that during these programmes, teachers can experience a range of emotional, ecological and pedagogical support. Also, conferences and seminars can offer a

learning community, where teachers can gain the necessary knowledge and skills that encourages them to engage actively. Garet et al. (2001) stated that CPD that promote active learning, such as discussion, encourage teachers to be actively engaged in different forms of learning.

Furthermore, conferences and seminars can also provide a sense of community for teachers through which they can relate to each other as one of the essential psychological needs confirmed by the Self-Determination Theory (SDT). Ryan and Powelson (1991) stated that to internalise learners' motivation, it is important to experience relatedness within the learning community. For such importance of these activities, several studies report that teachers perceive them valuable for their profession. For example, Goodall et al. (2010) who found that series of workshops (e.g. conferences and seminars) were ranked as highly effective activities for teachers. Therefore, teachers would feel motivated to engage in these CPD as Darling-Hammond et al. (2009) found that more than 90% of U.S. teachers engaged in conferences and workshops.

Data analysis showed that training programmes outside and inside school were valuable to teachers in improving their profession capabilities. Training programmes refer to course sessions/workshops that teachers attend to gain needed knowledge and skills and these sessions usually involve sharing knowledge and experiences through groups. These programmes are usually designed to fulfil certain needs for a group of teachers who have similar interests. For example, there are some programmes that aim to improve novice teachers' skills and knowledge, while other programmes are designed for other teacher groups, such as leaders, or to provide defined needs, such as class management skills. The

focus group participants affirmed the value of these programmes when they attended the *Empowerment Programme* and were motivated to actively engage in although it took place over a long period.

Several studies confirm that training programmes are important for meeting the professional needs of teachers (Nabhani & Bahous, 2010; Richter, Kunter, Klusmann, Ludtke, & Baumert, 2011; Schostak et al., 2010). In fact, literature on CPD shows that training programmes, whether outside school or on-site, are an essential component of teacher CPD, and these programmes are being globally implemented. (David & Bwisa, 2013; de Vries et al., 2013; Freeman, O'Malley, & Eveleigh, 2014; Gorozidis & Papaioannou, 2014; Richter et al., 2011). Alharbi (2011) claimed that training programmes are the most common CPD. This idea led Nabhani and Bahous (2010) to define CPD exclusively as training programmes. This is clearly inaccurate as shown previously in the literature review chapter that CPD involve a wide range of programmes, including training programmes.

Analysed data revealed that there is a challenge faces the value of training programmes. This is because of focus group participants confirmed that some of these programmes had a little value to teachers. During the discussion with the focus group participants, the reason that some training programmes were found to have little value were attributed to several factors. This included the content of some training programmes not meeting teacher expectations or professional needs. Also, some programmes were provided by unqualified facilitators which discouraged teachers from engaging in other programmes. Studies confirm that when training programmes are given sufficient attention by CPD providers, working on perfecting these programmes, raising their quality and creating appropriate environments, teachers will

mostly be motivated to engage in them (Gorozidis & Papaioannou, 2014; Postholm, 2012; Richter et al., 2011). These reasons will be further discussed in relation to the last research question that addresses influential factors on teacher motivation

Analysed data showed that 61% of participants indicated the value of training programmes inside school. The focus group participants also highlighted this importance as teachers of the same school can easily design and implement a programme session that meets their current needs. Besides, teachers are the best people who understand their students' learning needs, hence, they can apply CPD that best match their student learning. A large body of research has confirmed that CPD within schools are more effective in developing teachers and thus bringing more benefits to schools (Ho, Lee & Teng, 2016). Hence, providing CPD inside schools could contribute to enhancing the effectiveness of such programmes because teachers will be in one place, can meet regularly and are more likely to have the same interests and educational problems (Poskitt, 2005). Postholm (2012) claimed that when teachers work within a school context that supports development in a continuing learning setting, the effect will last for years.

Nonetheless, despite the importance of providing CPD within schools, data from the current study showed that participants perceived it as less valuable compared to other formal programmes. This was followed up in focus group discussions. Firstly, the focus group participants argued that schools are required to implement CPD on-site, which could have a negative impact on the quality of CPD. To recognise this, focus group participants explained some of the nature of school principal requirements in Saudi Arabia. They stated that although school principals usually have heavy workloads in a limited time, they are required

to meet some requirements, which are called performance indicators, defined by educational supervision centres. Hence, in order to achieve these requirements, principals might have to implement these programmes even if they are of low quality. This situation can lead also some principals to force teachers to attend these programmes; thus, teachers will likely not be interested in engaging as they feel forced to attend programmes that are not their choice. Ryan and Powelson (1991) confirmed that people will engage in learning activities that support autonomy which is one of the critical psychological needs. Hence, teachers need to feel autonomous and decide themselves which CPD they intend to engage in. Schieb and Karabenick (2011) stated that there is a consensus that CPD is most useful when teachers are involved and have control over the process. Feeling autonomous can indicate that there is a good environment in schools where teachers' voices are heard. Postholm (2012) stated that schools must have a positive atmosphere and educational leaders who are highly aware of teachers' learning needs if they aim to implement CPD effectively.

6.3.2. Informal CPD

As stated above, analysed data showed that participants perceived all informal CPD valuable. However, data emphasised that meaningful discussions and collaboration with peers were the most popular and most valuable informal CPD. This finding indicates the importance of collegiality among teachers in enhancing teachers' professional development and their motivation to improve. The focus group teachers confirmed the advantage of collaborating with peers in acquiring more educational strategies and practices. Through working with peers, teachers can learn different skills and enhance their knowledge regarding a range of educational aspects, including students' learning, subject matters and problem-solving skills.

Hargreaves (1992) stated that “collegiality among teachers and between teachers and their principals has been advanced as one of the most fruitful strategies for fostering teacher development” (p. 80). Discussion and collaboration with peers, particular in the same school, can bring some advantages, including that teachers are easily making regular meetings and supporting each other. This was confirmed by the focus group participants who affirmed the value of having discussion with peers who share knowledge about their students and understand particular in-school issues better than external people. Numerous studies have also confirmed that colleagues play a significant role in assisting each other with various educational aspects (Curwood, 2011; Johnson, 1984; Kyndt, Gijbels, Grosemans, & Donche, 2016; McMillan et al., 2014; Postholm, 2012). Postholm (2012) claimed that extensive research suggests that teacher learning and development that takes place in school through collaboration with other peers are the best way to develop teaching. Others have also considered collaboration with peers an essential element of a learning community (Butler, Lauscher, Jarvis-Selinger, & Beckingham, 2004; Kyndt et al., 2016).

Teacher collaboration can contribute to enhancing professional development for new and experienced teachers. As reported by a focus group participant - when engaging in a task with other teachers, he can obtain necessary knowledge and skills. Although novice teachers can obviously learn much from experienced teachers through working together, experienced teachers also might need to sharpen and improve their knowledge, especially when it is related to new knowledge and skills. Postholm (2012) affirmed the importance of collaboration between teachers when stated that collaboration among teachers is not only an effective method for improving novice teachers' experiences but also for excellent teachers to become even better. In fact, experienced teachers also need to keep pace with new

knowledge in the current era, even more than the novice who usually is more familiar with technological practices.

While discussion with other teachers is a natural part of their collaborative experiences, participants emphasised that meaningful discussion with peers is one of the most valuable informal activities as well. Similar findings have been reported in several studies (Goodall et al., 2010; Kyndt et al., 2016; Paine & Fang, 2006; Postholm, 2012; Timperley et al., 2008). Goodall et al. (2010) reported that teachers affirmed the value of professional discussion with colleagues as an effective activity of CPD. Through discussion, teachers can learn from each other, share and reflect on ideas, and improve their teaching practices (Goodall et al., 2010; Timperley et al., 2008). The focus group teachers of the current study also emphasised the value of meaningful discussions as they can learn from other teachers even more than when engaging in different CPD out of school. Likewise, Goodall et al. (2010) cited that some teachers found informal discussions of an event, with peers who attended or were absent at the event, the most valuable. Timperley et al. (2008) stated that professional discussions enable teachers to improve understanding of their curriculum, and effective teaching techniques.

Some studies stress the importance of establishing teachers' discussions/collaboration in a structured way to ensure that teachers' competencies will be enhanced (Guskey, 2003). This can be organised through guiding agendas set by principals or shared interests of teachers about educational problems so as to achieve their collaboration. On the other hand, Postholm (2012) stated that unplanned collaboration could deliver many benefits to teachers in relation to improving their learning. This is due to teachers being more engaged in such discussions

autonomously without being forced to engage. However, both structured and unstructured collaboration/discussion could refer to formal and informal collaboration which will be discussed below.

In relation to teacher motivation to engage in CPD, collegial interactions consisting of collaboration and discussion have been regarded as having a positive influence on enhancing teacher motivation to engage in CPD. The focus group participants confirmed the important role that working with other teachers plays in relation to enhancing their motivation to learn more knowledge and skills. Through working with other peers, teachers can learn needed skills and practices which help them to better perform their teaching. Therefore, they become more motivated to engage in such activities. In line with this finding, Johnson (1984) stated that collaborative learning practices lead to a range of advantages for learners, including enhancing their motivation to engage in learning activities. McMillan et al. (2014) also confirmed the importance of interpersonal relations among teachers where they support others, learn and discuss collaboratively in promoting teacher motivation to engage in CPD. Additionally, Freeman et al. (2014) found that teachers who engaged in cooperative communities frequently each year showed a high level of Self-Efficacy and job satisfaction.

Furthermore, informal CPD can be described as activities in which teachers typically engage on their own without a need for organisational actions, hence, it is expected that teachers are intrinsically motivated to engage in. This idea was confirmed by the focus group participants who agreed that informal activities were popular as teachers have no coercion to engage in them. Unlike formal CPD, teachers would feel more autonomous and have their own decision to choose to engage in informal activities. Thus, as discussed in Deci and Ryan's Self

Determination Theory (SDT) (2000) that autonomy (having a choice and control over their own behaviour) is one of the three basic psychological needs which when met, people will be self-determined and be intrinsically motivated to engage in learning activities. In addition, engagement in informal activities (meaningful discussions and collaboration with others) can contribute to meeting the other two psychological needs (competence and relatedness) as anticipated that autonomous teachers will engage in such activities to improve their competencies and in the meanwhile, enjoy relatedness with others.

Analysed data showed that participants valued and engaged in both types of CPD to improve their skills and knowledge. As discussed in relation to the first two research questions, teacher engagement and the perceived value of CPD can indicate that teachers are motivated to engage in CPD. The focus group participants also affirmed that they were motivated to engage in both types of CPD. However, in relation to which type of CPD was most motivating, analysis of the two phases' data revealed the difficulty of determining whether formal or informal programmes had more influence on teacher motivation as they seemed to have a similar impact. This finding was found to be in line with an on-going debate between researchers who have taken sides while some remained in the middle. Postholm (2012) reported that teachers from different countries, such as European nations and the U.S.A., appreciated formal programmes and considered them fruitful for their professional development. On the other hand, informal CPD play a vital role in teacher motivation to improve their teaching quality and meet professional needs. Goodall et al. (2010) stated that informal networking with peers was highly effective.

However, several studies stress the importance of avoiding this dichotomy and focusing more on enhancing learning (Dabbagh & Kitsantas, 2012; McMillan et al., 2014; Webster-Wright, 2009). These researchers believe that teachers can learn through engagement in various learning activities whether formally or informally. McMillan et al. (2014) stated that CPD should keep a balance between formal and informal and provide teachers with opportunities to engage both individually and collegially. Desimone (2011) also stated that “the substantive features of professional development programs — not their structure — matter when it comes to enhancing teachers’ knowledge, skills, and classroom practice” (p. 69).

During the discussion with focus group teachers, the following important ideas emerged. Firstly, focus group participants believed that the most important factor is the perceived value of these programmes in meeting teachers’ professional needs. Unless CPD is valuable for teachers to improve their skills and facilitate obtaining further knowledge, teachers will most likely not be motivated to engage. Goodall et al. (2010) reported that among important elements of effective CPD was the relevance of programmes to teachers’ professional needs. Postholm (2012) also found that teachers value CPD when connected directly to teaching in the school context. Secondly, when teachers feel autonomous and have agency over their own decisions regarding engagement in CPD, they tend to be more motivated to engage. Accordingly, Postholm (2012) declared that teachers’ autonomy plays an important role in relation to their learning and development. Hence, when teachers’ voices regarding their engagement in CPD are heard, they can be more interested in engaging in such programmes. Finally, as one teacher confirmed that there is no difference between these types as we need both to improve our profession. This indicates that when teachers can access a wide range of

CPD, this can help achieve the desired outcomes. According to Cordingley et al. (2015), there is no single activity which can be considered most valuable for teachers, hence, teachers need a variety of activities that are aligned with goals, and can be applied in the classroom with other elements of CPD.

6.4. RQ4: What Influences Saudi Arabian High School Teachers' Motivation to Engage in CPD?

Analysed data regarding what influences teacher motivation to engage in CPD has revealed that there is a range of influential factors playing crucial roles in motivating teachers to engage. This signifies the complexity and nature of the concept of motivation in general and teacher motivation to engage in CPD. Analysis of data revealed that there were 48 influences on teacher motivation which have been divided into four categories as reported in the results chapter. Each category comprises two main themes as demonstrated in *Figure 6. 1*. Data analysis showed these factors strongly influence teacher motivation to engage in CPD as confirmed by the range between 55% and 97% of participants.

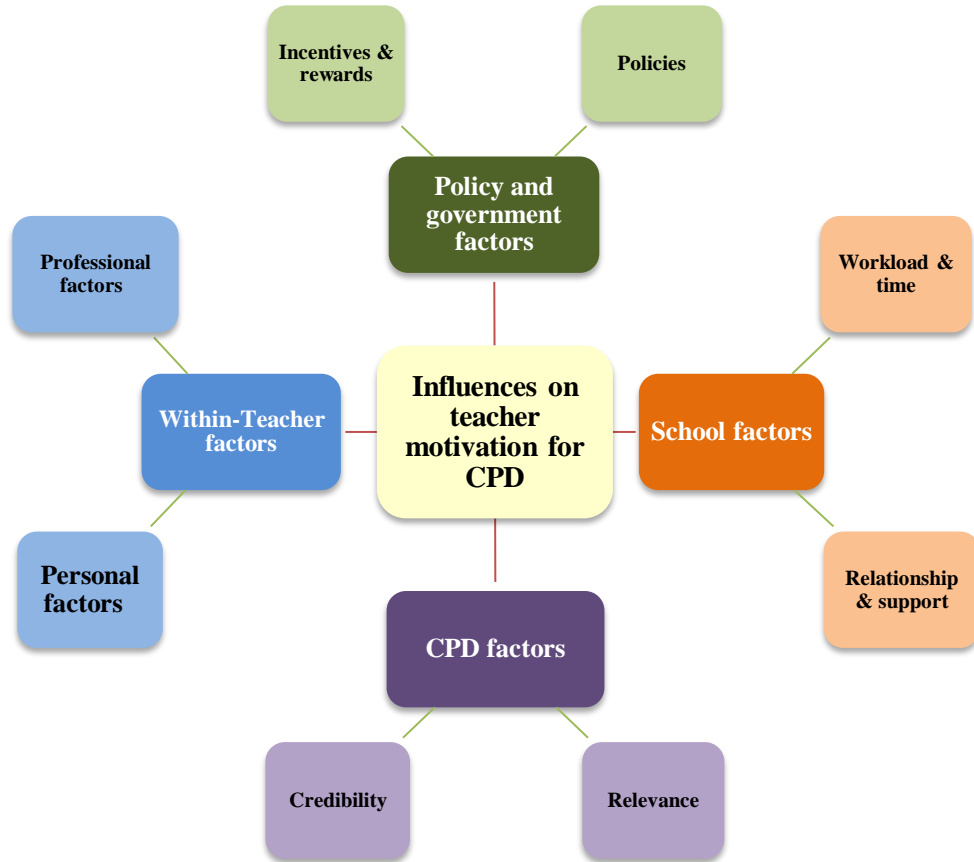


Figure 6. 1. The main themes of influences on teacher motivation to engage in CPD

6.4.1. Policy and Government factors

Analysis of data revealed that governments and educational policies play a critical role with respect to teacher motivation to engage in CPD. Seven influential factors related to governments and educational policies were found to be strong influences on teacher motivation to engage in CPD, ranging from 60% to 96% of participants as shown in *Figure 5. 11*. Two themes emerged from this category. The first theme is incentives and rewards and the second theme is related to educational policy factors.

6.4.1.1. Incentives and rewards

Analysed data confirmed that incentives and rewards were the most influential factors in teacher motivation to engage in CPD, with approximately 96% of participants confirming this. The focus group participants affirmed that teachers would be more motivated to engage in CPD when educational authorities offered incentives and rewards whether tangible or intangible (e.g. verbal rewards, public recognition, personal attention, special privileges, health insurance and financial incentives). A number of recent studies reported similar findings showing that incentives and rewards play an important role in enhancing teacher motivation to engage in CPD (AFT, 2008; Cave & Mulloy, 2010; Freeman et al., 2014; Gemedu & Tynjälä, 2015; Shakir & Zamir, 2014; Yamoah, 2013). Shakir and Zamir (2014) stated that to enhance teacher motivation, it is important to provide rewards. Yamoah (2013) found incentives and rewards serve as motivators for teachers. OECD (2014) stated that among the broad strategies for CPD that member countries adopt is the *entitlement-based* type in which teachers are entitled to financial support and/or amounts of released time when undertaking recognised CPD. In addition, *incentive-based* strategies link CPD to teacher needs and/ or recognise their engagement in CPD as a prerequisite for an increase in salary. Indeed, as human beings, there is a continuous need to appreciation and to feel accomplished.

Conversely, the lack of incentives can negatively affect teacher motivation to engage in CPD. Having analysed the final report of TALIS (Teaching and Learning International Survey) (2013), Freeman et al. (2014) reported that among the most common factors to which teachers in participant countries attributed their lack of engagement in CPD was the absence of incentives. Accordingly, AFT (2008) declared that to design more effective CPD for

teachers, it is vital for policymakers to make the incentives and rewards system an integral part of CPD.

The focus group participants in this study expressed the view that despite the importance of tangible rewards in motivating teachers, intangible rewards are more important for teachers: in particular, social recognition. They emphasised the significance of receiving recognition when a teacher accomplishes tasks, highlighting the idea that good teachers are worthy of receiving special consideration. In fact, social recognition can be provided in different ways, including verbal praise, appreciation certificates and some efforts to meet the personal needs of teachers. Several studies have confirmed that recognition is essential and one of the basic needs of humans as confirmed by psychologists such as Herzberg and Maslow (McMillan et al., 2014; Yamoah, 2013). Yamoah (2013) cited Herzberg's definition of recognition as a primary motivational factor for employees. In line with this, Troudi (2009) stated that teachers need to feel they are recognised and that their educational efforts are appreciated. Troudi (2009) also declared that although the role of teachers and their contributions are well recognised, teachers do not often receive sufficient recognition. Therefore, it is important that the rewards system should include intangible rewards (e.g. recognition and appreciation) and offer special consideration for teachers' efforts both inside the school and in public.

In addition, the focus group participants affirmed that the media plays a negative role affecting teachers' public recognition which can reduce their motivation to engage in CPD. Thus, they call for protecting teachers' reputation from media distortion. The role of media in shaping and changing public thought is well-reported. Swetnam (1992) stressed the media's influence in changing society's perceptions and expectations with respect to the

teaching profession. Such influence can lead to teachers not being respected within and outside school. As a result, teachers might feel dissatisfied with their profession, and in turn, they may be likely to be unmotivated not only to engage in CPD but also to remain in their job. Troudi (2009) stated that the teaching profession needs to regain its image of good repute, and schools need to be seen as excellent places for learning if we are to grant teachers a better social status. Hence, in order to keep teachers motivated to engage in CPD and to remain in their job, it is imperative for educational authorities and all stakeholders to intervene to rectify this phenomenon (Troudi, 2009).

While the above studies showed the importance of rewards in enhancing teacher motivation to engage in CPD, other studies report that the reward system, generally or specifically, has a limited influence on teacher motivation for CPD (Berg & Chyung, 2008; Lohman, 2005; McMillan et al., 2014). McMillan et al. (2014) found that financial incentives were rated as the least influential factor in teacher engagement in CPD. They claimed that financial incentives could influence teacher motivation if linked with other motivators (McMillan et al., 2014). Eisenberger, Pierce, and Cameron (1999) stated that rewards, in particular, tangible rewards (e.g. financial incentives), could adversely influence intrinsic motivation if not associated with performance quality. In addition, other studies reported that financial rewards and teachers' recognition were not perceived as barriers to teachers from engaging in informal learning programmes (Berg & Chyung, 2008; Lohman, 2005). However, it can be argued that the latter studies focused on informal CPD which could limit the ability to generalise the outcomes to include formal CPD as well. Therefore, Berg and Chyung (2008) acknowledged that “the decision to engage in informal learning is more likely to be a self-directed activity, it is more likely to be driven by intrinsic motivation rather than extrinsic

motivation” (p. 9). Moreover, it is worth noting that when some studies stated that rewards are not considered barriers to teachers’ engagement in CPD, it does not necessarily mean that they will not positively influence teacher motivation when they exist.

These two perspectives regarding the impact of rewards on motivation seem to correspond with the long-standing debate between intrinsic and Self-Determination theorists and behaviourists (Brophy, 2013). The intrinsic theorists believe that extrinsic incentives and rewards systems can decrease people’s motivation to engage in tasks. Even though the intrinsic theorists acknowledged that incentives and rewards could bring some benefits, they also claimed such interventions can undermine intrinsic motivation when controlling people’s behaviour (Deci, Koestner, & Ryan, 1999; Ryan & Deci, 2000). It is believed that the negative influence of extrinsic motivators occurs because people will tend to choose tasks that increase their chances of obtaining rewards over tasks that provide more opportunities for developing their skills and knowledge (Brophy, 2013; Ryan & Deci, 2000).

On the other hand, behaviourists reported that the rewards system is necessary as people usually tend to not engage in tasks voluntarily (Eisenberger et al., 1999). They claimed that the influence of reward systems on intrinsic motivation is positive or neutral. Additionally, Eisenberger et al. (1999) reported that rewards can increase people’s Self-Determination as they accept the invitation to engage in the task voluntarily. Similarly, Cerasoli, Nicklin, and Ford (2014) stated that intrinsic motivation is likely to be accompanied by incentives in most applied areas (e.g. school, work). In their 40-year meta-analysis study, Cerasoli et al. (2014) concluded that intrinsic motivation and extrinsic incentives are not necessarily in opposition. Instead, they could coexist depending on the quality of performance and the contingency of

incentives. Hence, when rewarding teachers for their performance based on a system of rewards that supports their autonomy, competence and relatedness, their intrinsic motivation could be enhanced (Cerasoli et al., 2014; Tranquillo & Stecker, 2016).

Finally, there seems to be agreement that if the rewards system is linked to teachers' performance, supportive of their autonomy, competence and relatedness and not controlling their behaviour or directing them to attribute their engagement to extrinsic incentives, then teachers will more likely be motivated to engage in CPD (Brophy, 2013; Cerasoli et al., 2014; Eisenberger et al., 1999; Tranquillo & Stecker, 2016). Furthermore, cumulative results of several studies show that intrinsic motivation can accompany extrinsic incentives if presented in appropriate ways which include the following;

- when extrinsic incentives aim to enhance the three psychological needs for humans: autonomy, competence and relatedness (Tranquillo & Stecker, 2016).
- when incentives support learning outcomes and goals,
- when incentives are offered as informative feedback to support motivation rather than in a controlling way,
- and when extrinsic incentives are linked to the quality of performance which can lead people to appreciate their efforts (Brophy, 2013; Cerasoli et al., 2014; Isen & Reeve, 2005).

6.4.1.2. Policy factors

Data analysis confirmed the crucial role that educational policies play in influencing teacher motivation to engage in CPD. The role of policies was evident in supporting CPD and

promoting teachers' engagement in these programmes. A large body of research has affirmed the importance of educational policies in relation to teachers' professional development. Considering the importance of CPD as a vital element of educational policies, governments are exerting considerable efforts to gain the benefit of CPD for developing teachers (Darling-Hammond et al., 2009; David & Bwisa, 2013). It has been recognised that any educational policies and reforms aiming to improve schools and promote students' learning cannot achieve the desired goals without paying attention to enhancing teachers' professional development through effective CPD (Phillips, 2008). Hence, to achieve CPD goals, educational policies are required to sufficiently support the programmes and offer opportunities for teachers to develop their knowledge and professional skills (Borko, 2004; David & Bwisa, 2013; Adu & Okeke, 2014; Timperley et al., 2007).

Contemporary educational reforms in Saudi Arabia with regard to teaching skills, the curriculum and the school system were an influential factor in participant teachers' motivation to engage in CPD. Although new policy reforms demand more efforts to meet the required standards which could involve difficulties, the focus group participants expressed their appreciation for these reforms as useful and enhancing their motivation to engage in more CPD. Moreover, studies reported that when educational policies provide inadequate support for CPD that offer teachers chances to improve themselves, teacher motivation to engage in such programmes can be diminished (David & Bwisa, 2013; Freeman et al., 2014; Lohman, 2006). However, Zhu (2010) found that new policies involved some stress on teachers as they were required to achieve challenging criteria and teachers were regularly evaluated. This was in addition to the fact that the nature of teaching often

involves stress. Thus, stakeholders might struggle to persuade teachers to retain their jobs (Skaalvik & Skaalvik, 2011), not to mention enhance their motivation to engage in CPD.

While a considerable body of research addresses the significant role of educational policies and reforms in improving teaching, it appears that there is a lack of existing literature that discusses this role in relation to enhancing teacher motivation to engage in CPD. Compatible with this finding, Schieb and Karabenick (2011) stated that more research is required to recognise the role of policies and reforms in influencing teacher motivation for CPD. Recently, it seems that policymakers have become more aware of the significance of CPD for every aspect of the educational system. However, Adu and Okeke (2014) claimed that policymakers need to pay more attention to the teachers involved in CPD. Accordingly, Phillips (2008) declared that a failure to acknowledge teachers' successes, practices and challenges is likely to decrease their commitment to any reform programme. Hence, he announced that teachers must be a central part of any systematic reform in schools (Phillips, 2008).

However, the relevant findings of the current study confirmed that teacher motivation is highly influenced by educational policies. Since the influence of education policies on every aspect of the education system including teacher CPD is widely acknowledged, it can be claimed that teacher motivation would be implicitly or explicitly influenced as well. Furthermore, as CPD is wide-ranging in nature, including formal and informal, individual and collaborative types, this diversity could lead to promoting teacher motivation to engage in any kinds of CPD. Finally, education policy can play a substantial role in enhancing

teacher motivation if the authorities consider the importance of their motivation as well as the importance of designing suitable CPD.

6.4.2. School factors

Data analyses confirmed that school factors play an influential role with regard to teacher motivation to engage in CPD. Approximately 80% to 95% of participants reported that having less workload and adequate time during school hours, good relationships in school and sufficient support from leaders and colleagues were significant influences on their motivation to engage in CPD. A number of studies affirm the effective role the school plays in relation to teachers' continuing professional development (Liu & Hallinger, 2018; Zheng, Yin, & Li, 2018) and teacher motivation to engage in CPD (Kempen & Steyn, 2016; Li, Hallinger, & Walker, 2016; Poskitt, 2005). According to Fraser (2005), effective schools provide opportunities for teachers to improve their knowledge and skills to higher standards. In addition, de Vries et al. (2013) stated that the learning environment that schools provide should be a suitable place for enhancing the culture of development for teachers and students alike. Hence, schools that support CPD and offer opportunities for teachers' engagement will enhance teachers' motivation to develop their practices (Poskitt, 2005).

In relation to school factors that influence teacher motivation to engage in CPD, two main themes emerged from the findings of this study: teacher workload and lack of time, and school relationships and support.

6.4.2.1. Teacher workload and lack of time

Analysis of data from both phases revealed that teachers perceived a heavy workload and having limited time can inhibit teacher motivation to engage in CPD. A heavy workload which is often also associated with a lack of time is due to multiple factors, such as teaching a high number of students in the class, increasing demands for paperwork, frequent meetings and communications with parents and school staff, continuous changes in curriculum and participation in school projects (Qablan et al., 2015; Skaalvik & Skaalvik, 2011). A number of studies have reported that heavy workload and lack of time were critical inhibitors for teacher motivation in engaging in CPD (Berg & Chyung, 2008; Freeman et al., 2014; Goodall et al., 2010; Hustler, 2003; Kwakman, 2003; McMillan et al., 2014; Adu & Okeke, 2014; Scheerens, 2010; Wan & Lam, 2010). For example, Hustler (2003) stated that teachers felt that workload was the most significant barrier to their engagement in CPD. Additionally, Scheerens (2010) claimed that among the main reasons preventing Chinese teachers from engaging in more CPD was the heavy workload. Furthermore, across several countries, teachers explicitly reported that conflicts with work schedules were one of the most significant barriers keeping teachers from engaging in CPD (Freeman et al., 2014). According to Qablan et al. (2015), the impact of heavy workload and the lack of time not only on inhibiting teachers from engaging in CPD but could also from utilising the knowledge and skills gained from the previous CPD in the classroom.

Furthermore, the focus group participants in this study reported that heavy workload and the lack of time could also result in a decrease in both the quality of teacher performance and their sense of satisfaction. When teachers constantly experience heavy workload and a lack of time, it can lead to a high-pressure work environment that, in turn, can create a range of

concerns, such as low energy, mental stress, physical and emotional attrition, and leaving the profession (Qablan et al., 2015; Skaalvik & Skaalvik, 2011). According to Skaalvik and Skaalvik (2011), heavy workload was the main reason given for more than a thousand teachers to leave work. The researchers confirmed that this was due to teachers not coping with the high pressure caused by a heavy workload; therefore, they did not have time to recover and rest. Considering this impact of heavy workload and a lack of time, stakeholders should be concerned about complex problems which go beyond enhancing teacher motivation to engage in CPD.

In addition, several studies pointed out that to reduce the effects of workload and lack of time, it is important to enhance good relationships among school staff as this can contribute to building a culture of collaboration and to sustaining a supportive work environment (Bigsby & Firestone, 2016; David & Bwisa, 2013; de Vries et al., 2013; Kwakman, 2003). In contrast, however, when the school climate does not support such relationships and does not encourage staff to work jointly, teachers suffer from a heavy workload and have limited time individually, which in turn could lead to diminishing their motivation to engage in CPD.

6.4.2.2. School relationships and support

Data analysis showed that the climate of a school, characterised by good relationships with school leadership and peers and sufficient support, was found to be an influencing factor on teacher motivation to engage in CPD. Good relationships in school can be described as those where teachers are treated with respect, trust each other, and have a sense of community, as well as having school leaders who are encouraging, approachable and supportive (Li et al.,

2016; McMillan et al., 2014). When teachers have good relationships, they work collaboratively, receive feedback and discuss matters related to student learning, which in turn, enhances their learning. Several studies confirmed the important role of school support and interpersonal relationships between school staff in relation to teacher motivation to engage in CPD (Bigsby & Firestone, 2016; David & Bwisa, 2013; Kempen & Steyn, 2016; Kwakman, 2003; McMillan et al., 2014; Poskitt, 2005). For example, McMillan et al. (2014) stated that positive relationships among school staff were found to be a strong factor in enhancing teacher motivation to engage in CPD. Additionally, when the school environment appreciates, encourages and supports teacher engagement in CPD and enhances sound relationships within the school, this can lead to enhancing their motivation for such programmes (Kwakman, 2003).

In contrast, Kempen and Steyn (2016) reported that negative relationships (e.g. teachers not receiving any support or feeling they are treated in an unacceptable way) was an inhibitor for teacher motivation and weakened their practices. In fact, studies affirm that unsupportive school environments can contribute to several disadvantages, not only being a barrier to teacher engagement in CPD to gain new knowledge and skills but also to implementing them in their classrooms (Opfer, Pedder, & Lavicza, 2011).

School leaders can play an imperative role: as Timperley et al. (2007) stated: “much of the responsibility for promoting the professional development of teachers rests with school leaders” (p. 192). School leaders can contribute to building a positive school climate that supports CPD, establishes good relationships with and among teachers, encourages collaborative work and appreciates teacher engagement in development and learning

(Kempen & Steyn, 2016; Liu & Hallinger, 2018; Poskitt, 2005). Liu and Hallinger (2018) claimed that there is growing body of empirical evidence that school leadership that supports CPD is a significant factor in teachers' and students' development and learning. According to Zheng et al. (2018), the link between the school leadership and teacher CPD has been widely acknowledged. In their study about why teachers engage in CPD, Bigsby and Firestone (2016) found that collaborative relationships were explicitly a motivating factor for teachers. Accordingly, successful CPD depend on the quality of relationships in the workplace (Berg & Chyung, 2008; Zheng et al., 2018). Moreover, good relationships in school can lead to enhancing teacher knowledge and skills through engagement in CPD (Li et al., 2016).

When a school environment supports staff relationships, facilitates CPD and encourages teacher involvement in CPD, teacher motivation to engage in CPD can be boosted. AFT (2008) stated that effective CPD need credible support from school administrators and colleagues, including offering opportunities to work jointly. McMillan et al. (2014) reported that insufficient support from educational leadership was among the factors that impede teachers from engaging in CPD. School support should involve supporting teachers to engage in CPD (David & Bwisa, 2013). Researchers affirmed that positive support from school administration staff and peers were contributing influences on teacher engagement in CPD (Wan & Lam, 2010; McMillan et al., 2014). Berg and Chyung (2008) further claimed that CPD, in particular, informal activities, take place through everyday interactions, engaging in group discussions, working together and helping each other, which clearly require sufficient support and good relationships among school staff. In fact, good relationships within a school demand the support of school leadership and peers. Therefore,

schools need to provide conditions for a positive climate that supports these kinds of requirements.

The use of incentives and rewards can be an example of how school leadership can provide support. The focus group participants in this study suggested that school administrators could support teachers to engage in CPD by offering rewards or praising them for what they have done in school. They suggested that school leaders could help to reduce the workload or offer more free time to high performing teachers as a reward. Such examples of support can assist teachers to strive for excellence and could encourage other teachers to improve their performance. According to Kempen and Steyn (2016), praising and positive feedback from school leadership and displaying interest in teacher practices can positively enhance teacher motivation and commitment.

6.4.3. CPD factors

Data analysis revealed that the nature of CPD was strongly influential on teacher motivation to engage in such programmes. Several studies affirm the importance of CPD for improving teachers' skills and experiences and enhancing their motivation to engage in such programmes. For example, McMillan et al. (2014) stated that among influencing factors on teacher motivation to engage in CPD was the relevance of the programmes. Cave and Mulloy (2010) also stated that no matter how well-designed CPD is, they can be inefficient unless teachers are provided with appropriate content that supports their practices. In addition, Wan and Lam (2010) claim that in order to engage teachers in CPD, some aspects should be taken

into consideration including the content of programmes, formats, and way of delivering CPD. Two main themes can be gained from factors related to CPD in this study as follows.

6.4.3.1. Relevance

The majority of participants confirmed the significance of the relevance of CPD as a strong influence enhancing their motivation to engage in them. Participants were most concerned about their professional needs and learning new knowledge and educational practices which CPD should provide. The focus group participants also emphasised that CPD that develop their teaching skills, practices, and enhance curriculum knowledge content can influence their motivation for engagement.

The relevance of CPD refers to the degree of significance and relatedness of the content for participants (Bryson, 2013). In this regard, many studies emphasise the importance of the relevance of CPD to teachers in order to meet the programme requirements. Cordingley et al. (2015) stated that all reviews showed that a fundamental element of effective CPD is the strong relevance of the content to teachers' needs and practices. In addition, Bryson (2013) stressed that it is imperative for the content of CPD to be applicable and related to the desired outcomes. Explaining the importance of the content, Timperley et al. (2007) stated that without the relevant content based on a deeper understanding and broadening teaching skills, there is no basis for change and growth.

In line with the findings of the current study, the influence of the relevance of CPD on teacher motivation was affirmed by several studies (AFT, 2008; Broad & Evans, 2006; Freeman et

al., 2014; McMillan et al., 2014; Opfer et al., 2011; Qablan et al., 2015; Timperley et al., 2007). For example, Broad and Evans (2006) stated that teachers will be motivated to engage in CPD if they believe the programmes will enhance their competencies and abilities to meet their professional needs. In addition, Karabenick and Conley (2011) declared that in order for CPD to enhance teacher motivation to engage in them, the content needs to be relevant and connected to teachers' learning and students' achievements.

On the other hand, when CPD is perceived as irrelevant to their professional lives, teachers will be less likely to be motivated to engage in such programmes (Timperley et al., 2007). Compatible with this, other studies reported that irrelevant CPD was found as a barrier for teachers to engage in them (David & Bwisa, 2013; Freeman et al., 2014; Wan & Lam, 2010). In line with these studies, the focus group participants affirmed that unless CPD provide them with new teaching approaches, skills for teaching and managing classrooms, and better understanding about students' learning, there is no point in attending the programmes. Likewise, Cave and Mulloy (2010) stressed that no matter how well-designed CPD is, they can be useless unless teachers are provided with relevant programmes that directly support their practices. This finding confirming the significance of the quality of CPD in relation to teacher motivation was compatible with the study hypothesis that the quality of CPD is most likely to be among influential factors that enhance teacher motivation to engage in CPD.

To encourage teacher motivation to engage in CPD, a growing body of research confirms that programmes should take into consideration a number of aspects regarding teachers' needs and skills, new practices and pedagogies, students' learning and curriculum content (AFT, 2008; Cordingley et al., 2015; Darling-Hammond et al., 2009; Desimone, 2011;

Guskey & Yoon, 2009; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Timperley et al., 2007). AFT (2008) pointed out that “a prime purpose of professional development must be deepening the content knowledge of teachers” (p. 3). Additionally, Guskey and Yoon (2009), declared that CPD was designed to enable teachers to better understand their job and the way students learn particular content knowledge and abilities. Therefore, AFT provided 11 guidelines for successful CPD which mostly support the relevance of CPD to teachers. The guidelines incorporate broadening content knowledge, enhancing skills regarding the curriculum and teaching, being based on good research and aligned with the standards of teaching and promoting students’ achievement (AFT, 2008). As such, CPD will achieve their main purpose in enhancing teachers' professional needs as well as student learning.

6.4.3.2. Credibility

Data analyses showed that the credibility of the CPD’s facilitator was influential on teacher motivation to engage in CPD. Approximately 97% of participants indicated that when providers of CPD are qualified and able to deliver and transform the programmes in an effective way, they will be highly motivated to engage in the programme. The focus group participants also affirmed the importance of looking at the facilitator’s credibility prior to deciding on engagement in a CPD. In addition, the presentation and the way of delivering CPD were also found to be important for influencing teacher motivation to participate in CPD. Approximately 90% of participants stated that having a constructive discussion with other teachers in CPD can also influence their motivation to engage in such programmes as they believe that they could learn better through sharing ideas.

Studies have confirmed the important role of the CPD facilitator on the success of CPD (Bevan-Brown et al., 2012; Cordingley et al., 2015; Darling-Hammond et al., 2009; Goodall et al., 2010). For example, Bevan-Brown et al. (2012) affirmed that a credible facilitator was an important component of effective CPD. Similarly, Cordingley et al. (2015) reported that studies found that facilitators of successful CPD were an influential factor on the outcomes of CPD. A credible facilitator can be described as an expert in different areas including content knowledge, professional experiences, facilitation skills and expert knowledge in professional development processes (Bevan-Brown et al., 2012; Cordingley et al., 2015). The relevance of CPD, which has been discussed above, cannot be ensured without having a credible facilitator who guarantees an effective way to convey the programme content. According to Goodall et al. (2010), the benchmark of good facilitators of CPD centre around relevance. Thus, Darling-Hammond et al. (2009) stated that alongside the significance of CPD content, the presentation style of the programmes play an important role. Additionally, Cordingley et al. (2015) declared that CPD facilitators should focus on the best way to ensure that the content of programmes can achieve the desired goals.

With respect to the relationship between the facilitators of CPD and teacher motivation to engage in these programmes, several studies stated that there is a lack of research confirming such a relationship (Timperley et al., 2007; Webster-Wright, 2009). However, this relationship can be inferred through data analysis of the current study and findings of other studies. Firstly, the findings of the current study from both phases have shown that for the teacher participants, experienced facilitators had a strong influence on their motivation to engage in CPD. Secondly, Hustler (2003) found that teachers were reluctant to engage in CPD when they found facilitators were not of high quality. In addition, Wan and Lam (2010)

argued that factors in relation to facilitators including the style of presentation of CPD should be considered a factor affecting teacher motivation to engage in the programmes. Thirdly, as shown above, the relevant content of CPD plays an influential role in teacher motivation to engage in CPD. Hence, without having an effective facilitator who can facilitate this content in a valid way to achieve desired goals, teachers will most likely not be motivated to engage. Finally, some studies, such as those by David and Bwisa (2013) and Broad and Evans (2006), claimed that teachers were driven by their needs for improvement and growth; thus, they will mostly be engaging in CPD when presented by expert facilitators and when the content is relevant to their needs.

6.4.4. Within-teachers factors

Data analysis showed that teacher-related factors played a significant role in motivating teacher participants to engage in CPD. As shown in the findings chapter, a total of 21 influencing factors enhance teacher motivation for CPD. While these influential factors seem to be overlapping, they can be divided into two main themes. The first theme is personal factors which include satisfaction, confidence, personal goals and religion. The second theme is professional factors related to teaching competencies and students.

6.4.4.1. Personal factors

Analysis of data confirmed that personal factors have a strong influence on teacher motivation to engage in CPD. The majority of participants in the quantitative phase, also echoed by the qualitative phase, emphasised that teachers are highly motivated to engage in

CPD to feel self-satisfied in their job, to be more confident as teachers and to achieve their personal goals, such as becoming life-long learners and having additional certificates and advanced positions. The influence of personal factors on teacher motivation with respect to engaging in CPD was consistent with the study hypothesis that personal factors are most likely to be among influential factors that diminish teacher motivation to engage in CPD. In addition, the findings were in line with what other studies found. For example, Kwakman (2003) stated that personal factors seem to have more impact on enhancing teacher motivation to engage in CPD than other factors. Other studies have more explicitly reported that personal factors were the major contributors to motivating teachers to engage in CPD (Hustler, 2003; McMillan et al., 2014; Wan & Lam, 2010). Personal fulfilment appears to play a critical role in teachers' motivation in relation to CPD. David and Bwisa (2013) indicated that teachers who are motivated to engage in CPD often have a desire to accomplish their personal goals, such as personal development, a sense of moral commitment, and career progression.

According to the current findings, it has been revealed that teachers' sense of responsibility for self-improvement can be noted through both personal aspects (e.g. strengthening confidence and enhancing self-satisfaction) and professional factors (e.g. meeting professional needs and deepening understanding of how students learn). Thus, when teachers feel responsible for their professionalism, it suggests that they will be more motivated to engage in CPD. Day (1999) claimed that teacher self-responsibility needs to be strengthened in order for them to become more committed to their own development. In line with this idea, Karabenick and Conley (2011) also found that a sense of responsibility was positively

related to teacher motivation to engage in CPD. In addition, McMillan et al. (2014) reported that teachers attributed the main responsibility for engaging in CPD to themselves.

Among the personal factors, enhancing self-satisfaction and strengthening confidence were the most significant influences on teachers' motivation to engage in CPD. The focus group participants also confirmed that engagement in CPD helps them feel more confident and gain self-satisfaction in their job. Timperley et al., (2007) stated that successful CPD have a positive relationship to teacher satisfaction. Other studies have also acknowledged the relationship between teacher satisfaction and confidence and their motivation to engage in CPD. For example, Karabenick and Conley (2011) reported that teacher satisfaction was found to have a relationship with teacher motivation to engage in CPD. Additionally, Gorozidis and Papaioannou (2014) stated that highly motivated teachers tend to show strong confidence in their teaching and are more satisfied when engaging in CPD.

On the other hand, when teachers experience a lack of confidence and satisfaction with respect to their jobs, they may suffer negative consequences such as burnout and emotional exhaustion which could affect their engagement in CPD. The focus group participants affirmed that they were motivated to engage in CPD that reduced potential burnout and increased job satisfaction. Likewise, Karabenick and Conley (2011) stated that teachers who are positively affected by their job, such as the feeling of satisfaction, were more highly motivated to engage in CPD.

In addition, achieving teachers' personal goals was found to be influential in fostering teacher participants' motivation to engage in CPD. While personal goals can vary widely,

data from the current study showed the most influential personal goals in teacher motivation regarding CPD were: becoming life-long learners, gaining additional certificates, including a teaching license, achieving particular personal goals and career progression. The important role of personal goals in enhancing the motivation for teachers in this study to engage in CPD was found to be in line with other studies. For example, McMillan et al. (2014) reported that personal factors, such as career progression, personal growth and achievement were the most influential motivation for teachers in engaging in CPD. Moreover, Karabenick and Conley (2011) reported that accomplishing personal matters was positively related to teacher motivation to engage in CPD.

It has been widely acknowledged that having goals, personal or professional, plays a critical role in enhancing motivation. Hence, when teachers perceive that CPD will assist them in achieving their goals, they will be more likely to be motivated to engage in them. Jesus and Lens (2005) affirmed that having goals was considered to be the major variable in teacher motivation to engage in CPD. Conversely, when teachers believe that their goals are unattainable, they tend to experience negative consequences, such as a feeling of burnout (Jesus & Lens, 2005), which was found to be a detrimental factor diminishing teacher motivation to engage in CPD (Karabenick & Conley, 2011). In addition, the theory of Expectancy–Value affirms that when people do not expect to achieve their goals, they are more likely not to be motivated to achieve the goals even if they value their goals (Thomson & Kaufmann, 2013). Hence, when teachers believe that CPD will help them to achieve their personal goals, it could influence their motivation to engage in the programmes.

6.4.4.2. Professional factors

Analysis of data showed that some professional factors have a strong influence on teacher motivation to engage in CPD. The majority of participants in the first phase and the focus group participants emphasised that they were highly motivated to engage in CPD in order to enhance their teaching competencies and improve student achievement outcomes. This finding indicated that Saudi Arabian teachers realise that meeting their professional needs is of importance and one of the fundamental requirements for teachers. Such awareness can boost teacher motivation to engage in CPD. Karabenick and Conley (2011) reported that reliable teachers who considered themselves responsible for their students' achievement and for the quality of their teaching were highly motivated to engage in CPD. Prior to discussing these factors, it is worth noting that professional factors, concerning both teacher capabilities and student achievement, are considered to be the essential purpose for establishing CPD (AFT, 2008; Darling-Hammond et al., 2009; McMillan et al., 2014; Schieb & Karabenick, 2011). Professional factors were divided into two types: teaching-related competencies and student-related factors.

Teaching-related competencies

Data analysis confirmed that professional factors involving teaching competencies play a significant role in enhancing teacher motivation to engage in CPD. These factors comprise improving teaching skills, deepening understanding of the teaching profession, dealing with the difficulties related to the profession and taught subjects, and being a successful teacher. The focus group participants stressed that they were motivated to engage in CPD in order to improve their teaching skills. They also stated that boosting their professional skills was

important and valuable for every teacher. Several studies report similar findings. For example, Gorozidis and Papaioannou (2014) found that teachers were motivated to engage in CPD because they perceived these programmes to be valuable for developing their skills and competencies. This is in line with the finding by Wlodkowski (2003) who claimed that when learners observe that what they learn is important and valuable, they will be motivated to engage more. McMillan et al. (2014) also found that among the highest factors influencing teacher motivation to engage in CPD was their desire to improve their knowledge and skills. In addition, a large study covering hundreds of schools throughout England conducted by Hustler (2003) showed that teachers were motivated to spend the most time on CPD that explicitly related to improving their skills and increasing their subject knowledge. Karabenick and Conley (2011) noted that teachers who possess a high sense of responsibility for the quality of teaching were more motivated to engage in CPD to boost their professional skills.

Sogunro (2015) claimed that teachers as adults need to have a rational reason to be motivated to engage in CPD. Wlodkowski (2003) also stated that adult learners who are interested in what they are learning will be more motivated to engage in this learning. Therefore, CPD should be relevant to teachers to provide them with essential professional skills and activities that they can apply immediately. When CPD is irrelevant to teachers and do not improve their competencies, they will be less likely to engage in the programmes.

In relation to professional difficulties that teachers could face during their careers, the focus group participants affirmed that engaging in CPD can enable them to cope with these difficulties, such as the heavy burden of teaching, and feelings of burnout. Many

motivational theorists contend that facing difficult tasks can be considered an indicator of motivation (Bandura, 1984; Ryan & Deci, 2000; St. George et al., 2008). In relation to CPD, Karabenick and Conley (2011) found that teachers were motivated to engage in CPD despite some difficulties because they desire to improve their teaching quality. Wlodkowski (2003) also reported that challenging learning experiences can intrinsically motivate learners to engage in them to improve their skills and knowledge.

Student-related factors

Findings also revealed that teachers were motivated to engage in CPD due to several factors related to their students' achievement. A high number of participants showed that they were highly motivated to engage in CPD in order to improve their students' learning, to deepen their understanding of how students learn better, and how to keep pace with them in the digital era. The focus group participants reported that they were keen to engage in CPD as their current students are different from their peers in the past and this demanded new ways of teaching and communicating with them.

Improving student learning outcomes is a strong influential factor in fostering teacher motivation to engage in CPD was also reported by other studies. For example, Day (1999) and Penner (2000) stated that improving student achievement was found to be the main motivator for teachers to want to develop themselves more professionally. Similarly, recent studies showed that many teachers are motivated to improve themselves by engaging in CPD because they care about students' learning (Cave & Mulloy, 2010; Gorozidis & Papaioannou, 2014). Additionally, Gorozidis and Papaioannou (2014) noted that compared to less

motivated teachers, autonomous motivated teachers work harder to understand their students, and offer more support to them in order to help them achieve better results.

As mentioned previously, increasing student achievement outcomes is one of the main objectives of CPD; hence, teachers who are aware of their professional responsibility should be motivated to improve themselves in order to address this requirement. Darling-Hammond et al. (2009) argue that in order to enable students to achieve a high level of thinking and the skills necessary to be successful in the 21st century, there is a need for teachers to have necessary teaching skills and a high level of knowledge. Karabenick and Conley (2011) found that effective teachers who realise the requirements of their profession for taking care of their teaching skills and enhancing their students' achievement were highly motivated to engage in CPD.

6.5. Chapter Summary

Through this chapter, the main findings in relation to the research questions have been discussed in-depth to achieve the main objective of the study. The chapter has shown that the findings from this study align with several studies regarding teacher are motivation to engage in CPD. Moreover, it has shown that different motivation theories can be applied to gain a better understanding regarding teacher motivation to engage in CPD. In addition, it has been revealed that both types of CPD, formal and informal, can be valuable and influence teacher motivation to engage in them if the programmes are relevant to teachers' needs. The chapter has also provided eight important themes related to the influential factors that enhance teacher motivation to engage in CPD (*Figure 6. 1*). These themes have been divided

into the main categories of influential factors on teacher motivation to engage in CPD. These categories comprise government and policy factors, school factors, CPD factors and teacher factors. Finally, the chapter has revealed different aspects regarding teacher motivation to engage in CPD that emphasise the gap of literature around this issue.

CHAPTER SEVEN

CONCLUSION

7.1.Overview

In conclusion, the aim of the current study was to investigate the motivation of Saudi Arabian high school teachers to engage in CPD. As shown in the review of the literature (chapter two), teacher motivation to engage in CPD has been confirmed as a significant element for achieving the desired goals of CPD. Thus, if CPD is well designed and implemented but teachers are unmotivated to engage in them, programme goals are likely not be achieved. A number of studies have confirmed that teacher motivation to engage in CPD remains a gap that has not been addressed in the research literature. Hence, the current study contributes to addressing this gap in the context of Saudi Arabia.

To achieve the study objectives, the study has carried out mixed method research (MMR), particularly, the sequential explanatory model of MMR was applied, starting with the quantitative (QUAN) phase and followed by the qualitative (QUAL) phase. A total sample of 455 teachers took part in the study: 425 teachers participated in the online questionnaires (QUAN) and 30 teachers participated in five focus groups (QUAL).

To sum up the findings, firstly, data analysis revealed that the majority of teachers who participated in this study were motivated to engage in such programmes. The study also revealed that teachers believed CPD is important for teachers and every teacher should engage in such programmes every year. This finding painted a positive picture of the reality of high school teachers in Saudi Arabia, which challenged the hypothesis of the study. In addition, teachers in the study perceived CPD as valuable for their professional development. Hence, Expectancy-Value theory was applied to attain more understanding with respect to teacher motivation to engage in CPD.

Secondly, the value/importance of CPD in relation to several aspects of teaching and learning has been discussed. The findings of this study have shown that high school teachers in Saudi Arabia placed the highest value on CPD when linked to aspects of teaching skills and knowledge and then aspects of students' achievement and learning. Again, this finding has challenged the hypothesis of the study that teachers do not place value on CPD.

Thirdly, the participant teachers believed that all formal and informal CPD were valuable and influencing their motivation to attend them. While training programmes inside and outside school and conferences and seminars were perceived as the most valuable formal activities, meaningful discussions and collaboration with peers were the most valuable informal activities. The participants perceived the most influential type of CPD on their motivation were those that meet their professional needs. Data also revealed that teacher motivation to engage in CPD can be enhanced when teachers feel they have the autonomy to decide which CPD they should engage in.

Finally, the last research question investigated what influences teacher motivation to engage in CPD. Four main categories of influences, consisting of 48 factors, have been examined. They were organised under the major themes of policy and government factors, school factors, CPD factors and teacher factors. All these factors were found to influence teacher motivation to engage in CPD. Through examining these categories, eight main themes emerged, divided into two main themes for each category.

Concerning policy and government factors, the themes of policy and incentives and rewards were discussed. It was confirmed that embracing contemporary educational reform policies and establishing rules for rewarding teachers were influential factors in relation to teacher motivation to engage in CPD. For school-related factors, data showed that heavy workload and a lack of time were considered influential factors on teacher motivation to engage in CPD. In addition, positive relationships with and support from other school staff were confirmed as an important factor in enhancing teacher motivation for CPD.

Furthermore, the significant role that the relevance of CPD plays in boosting teacher motivation to engage in them along with the credibility of the facilitators has been affirmed. The last category was teacher factors. It was found that satisfying teachers' personal and professional needs were influential factors on teacher motivation to engage in CPD. Teachers were motivated to engage in CPD to be more confident in their jobs and to achieve their personal goals. Moreover, they were highly motivated to engage in CPD in order to enhance their teaching competencies and improve student achievement outcomes.

7.2. Contributions of the Study

Having addressed the four research questions, the current study has made significant contributions to knowledge in relation to teacher motivation to engage in CPD, and in particular, Saudi Arabian teachers' motivation to engage in CPD, including the following.

The study has addressed an important issue which was considered a gap that needed to be investigated, internationally and locally. The study has also uncovered to what extent high school teachers in Saudi Arabia were motivated to attend CPD and revealed a range of influences that impact their motivation.

The study revealed that generally teachers were highly motivated to engage in CPD. This finding was contrary to the common stereotypes held about teacher motivation in Saudi Arabia. The negative image of teachers seems to be common in the context of Saudi Arabia and other countries. Hence, one important contribution of the study here lies in showing teachers' views about their motivation for engaging in CPD. Such a contribution can lead to reducing the negative effects of this inaccurate assumption about teacher motivation for CPD which can have multiple effects not only on teachers but also on the wider educational environment in Saudi Arabia and elsewhere.

The study also provides a genuine representation of the reality of teachers because it has reflected the voices of teachers themselves in relation to their motivation to engage in CPD.

As such, this finding makes an important contribution to CPD literature on how to enhance teacher motivation and how to achieve CPD goals.

Regarding what influences teacher motivation to engage in CPD, the study identified 49 factors with an important impact. Such a number of influences with a high impact is a major contribution of the current study. The current study also attempted to establish the main categories of influence with relevance to teacher motivation: government and policy factors, school factors, CPD factors and teacher factors.

Finally, the study can be considered as a foundation for literature on teacher motivation for engaging in CPD, particularly in Saudi Arabia and similar jurisdictions. It is likely that identifying this research gap that other related studies will be undertaken in the future to assist in deepening our understandings about the role of motivation in teacher engagement in CPD.

7.2.1. Conceptual Framework

The study findings have led to developing a conceptual framework, illustrated in *Figure 7.1*. The conceptual framework provides insights into teacher motivation to engage in CPD. It is designed to help all stakeholders concerned with teacher professional development to comprehend a large number of highly influential factors that play significant roles in enhancing teacher motivation to engage in CPD. The conceptual framework also demonstrates that there is an overlap of factors that influenced teacher motivation and

therefore, it is important to take all factors together into consideration. The main themes are illustrated in *Figure 6. 1*. In addition, the framework provides stakeholders with a broad view of the main categories of factors related to teacher motivation for CPD. These categories include government and policy factors, school factors, CPD factors and teacher factors. This broad view can increase the understanding of how stakeholders can guarantee that teachers are motivated to engage in CPD. In fact, it has the potential to assist in the design and implementation of CPD in a way that ensures achieving the desired goals.

An important feature of this framework is that it provides a comprehensive understanding for those who are focused on teacher CPD. Moreover, it appears to be unique as there is no similar frameworks of teacher motivation to engage in CPD. Several attempts have been made to develop conceptual frameworks in relation to CPD and teachers however, many of the frameworks for designing CPD did not discuss teacher motivation for CPD (Butler et al., 2004; Plano Clarke & Hollingsworth, 2002; Delva et al., 2008; Fraser et al., 2007; Huang & Bao, 2006; Poskitt, 2005). There is, however, a framework that has been provided around teacher motivation in relation to CPD by Jesus and Lens (2005); yet, the researchers addressed teacher motivation to implement CPD, not to engage in them, which is a prior step to implementing CPD.

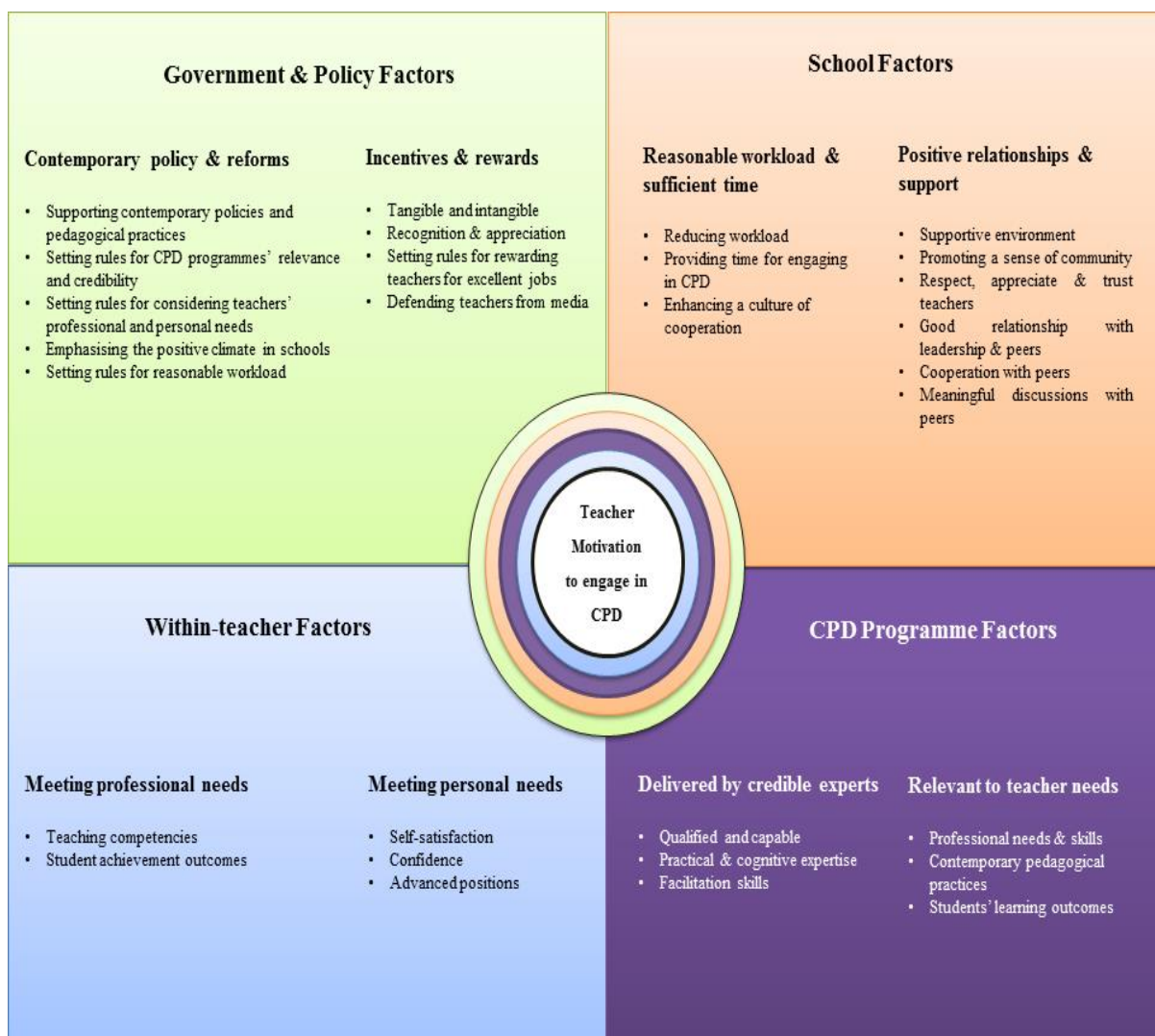


Figure 7. 1. The conceptual framework for teacher motivation to engage in CPD

7.2.1.1. Government and policy factors

The study findings have not shown that, as displayed in the framework, government and policy factors have the largest circle of influence because it clearly can affect other categories whether positively or negatively. Through addressing the two main themes of this category regarding contemporary policy and reforms and incentives and rewards, policymakers can

play an important role in enhancing teacher motivation to engage in CPD. Given that, policymakers should pay more consideration to contemporary policies and pedagogical practices that ensure teachers keep pace with the modern demands of the 21st century. Setting guidelines around different aspects of teaching and learning can assure enhancing teacher motivation to engage in CPD (see *Figure 7. 1*). These guidelines should support the design CPD that are relevant to teachers' needs and provided by facilitators who are experienced and credible. While not directly related to CPD policy, policymakers also need to consider establishing guidelines for teachers' workload in school so that they are reasonable. Findings from this study showed that when this is the case, teachers are more motivated and have more time to engage in CPD. In addition, policymakers should consider providing guidelines for schools in setting up a positive climate where collegial interactions among staff are encouraged and supported. Moreover, policymakers should consider guidelines to ensure that teachers' professional and personal needs are satisfied, whether in school or during CPD.

Furthermore, the framework provides a structure for policymakers to consider the importance of incentives and rewards in enhancing teacher motivation to engage in CPD. Recognising teachers' excellent performance and rewarding such efforts need to be taken into consideration by policymakers. Hence, policies rewarding and encouraging excellent teachers could be established at school level and the Ministry of Education as well. Additionally, as proof of appreciation and recognition of teacher performance, policymakers need to take responsibility for defending teachers from the attacks of media.

7.2.1.2.School factors

The framework offers two main themes relevant to schools that can provide school leaders with guidelines in relation to teacher motivation and CPD. Leaders should pay attention to teacher workload and demands on their time to enable them to engage in CPD. Reducing teacher workload to a level deemed reasonable by teachers will provide teachers with sufficient time to engage in CPD. The framework also urges school leaders to enhance positive relationships among school staff so everyone feels respected and trusted and their work is appreciated. In addition, the framework encourages leaders to promote a sense of community that supports cooperation and enhances meaningful discussions with others. This community can help to overcome the negative outcomes of heavy workload and lack of time as factors that can inhibit teacher motivation to engage in CPD.

7.2.1.3.CPD factors

The framework shows the two main themes related to the CPD through which teacher motivation to engage in CPD will be enhanced. The framework asserts that facilitators have to ensure the quality of CPD and their relevance to teachers' professional needs, knowledge and skills. CPD need to provide teachers with contemporary pedagogical practices and address issues associated with students' learning and achievement. In addition, the framework shows the importance of CPD being relevant to teacher needs and skills and the need for them to be facilitated by credible experts who have expertise in a range of educational fields. Hence, the facilitator needs to be capable and qualified with regard to

educational knowledge and practices. Additionally, the facilitator should have the skills to present and deliver the content of CPD in such a way as to assure it is effective.

7.2.1.4. Within teacher factors

Finally, the framework shows that teachers' personal and professional needs are important factors related to teacher motivation to engage in CPD. Hence, it is important for stakeholders, including policymakers, supervisors, principals and teacher leaders, to understand that meeting these needs is essential if teachers are to be motivated to engage in CPD. Stakeholders should assure meeting teachers' professional needs in relation to teaching skills and knowledge and student learning. Moreover, the framework encourages stakeholders to pay attention to satisfying teachers' personal needs as well. These needs include self-satisfaction and confidence which link to teachers' positive feelings and having an advanced position in their profession.

When stakeholders are aware of these four categories of factors and work to accomplish them, they will achieve several advantages apart from teachers being motivated and encouraged to engage in CPD. The advantages of addressing these factors include that the school environment will be warm, supportive and encouraging, teachers will feel satisfied with their jobs and then more likely to perform better, and CPD will be more efficient and effective.

7.3.Recommendations/ Implications

The outcomes of the current study give rise to several implications and recommendations regarding teachers' motivation to engage in CPD. These suggestions can be offered to policymakers, school leaders, CPD facilitators, teachers themselves and to researchers.

7.3.1. Policymakers

In order to improve teachers' professional development, education policymakers need initially to target teachers' motivation to engage in CPD. Policymakers need to pay more attention to all influential factors provided in this study which can help achieve the desired goals of CPD. Moreover, since the matter relates to teachers, it is important that teachers' voices are taken into consideration. CPD need to be designed for teachers and with teachers so that they are relevant to their professional needs. Omitting teachers from these issues seems to lead to more problems, not solutions. When other people, even principals, speak on behalf of teachers in relation to teacher-related issues, it usually leads to incomplete or wrong results. Policymakers should provide teachers with more opportunities to engage in shaping policies with regard to their profession.

In addition, it is important for policymakers in Saudi Arabia to recognise that the majority of high school teachers placed a high value on CPD, and they were motivated to engage in such programmes. Policymakers should take advantage of that by focusing more on the effectiveness and quality of CPD. They should make sure that educational reforms regarding CPD meet teachers' professional needs and are delivered by expert facilitators. Policymakers

could establish guidelines for CPD facilitators to make sure they have expertise in different areas including content knowledge, professional experiences, facilitation skills and expert knowledge in professional development processes. Such guidelines could assist in ensuring the continuous engagement of teachers in the programmes.

In addition, the Ministry of Education in Saudi Arabia could consider a policy of incentives and rewards as the majority of participants believed they would be motivated to engage in CPD if incentives were provided. The participants urged that the Ministry should appreciate their excellence and hard work and reward them accordingly. They asserted the rewards do not necessarily need to be tangible, social recognition, for example, could be more important. Hence, the Ministry of Education should pay more attention to the excellent performance of teachers and set rules for rewarding teachers for their excellent jobs. Rewards should be organised in a way that encourages teachers' intrinsic motivation. This could be done through linking rewards with learning outcomes and goals, the quality of performance and enhancing the three psychological needs for humans: autonomy, competence and relatedness.

Although there is an Education Excellence Award established by the Ministry of Education 10 years ago, it seems to need to increase the number of teachers awarded to increase the hope of teachers to be among the winners of the award. A small number of winner teachers could be not enough to encourage teachers to participant in the award.

In addition, the Ministry of Education should take responsibility for protecting teachers' image from any media distortion which negatively affects teachers' feelings. The current

study has shown that negative feelings can inhibit teacher motivation not only to engage in CPD but to continue their jobs. Hence, policymakers should actively discourage creating negative images/messages about teachers or teaching.

7.3.2. School leaders

School leadership also can play a positive role in relation to teacher motivation to engage in CPD. School leaders have an important role to play in making schools appropriate environments that facilitate learning for both teachers and students. The school environment should encourage positive relationships between the staff so that they work well as a team with constructive discussions and cooperation, supporting each other and then feeling satisfied in the school. Leaders can play a significant role in building a sense of community and promoting collegial interactions between staff in order to enhance teacher motivation to engage in CPD. The positive relationships in schools require principals to be mindful of not forcing teachers to attend such programmes; instead they should encourage and persuade them to attend which can lead to enhancing teachers' autonomous motivation.

When school leaders support the culture of a cooperative community with positive relationships, teachers will support each other when experiencing a heavy workload and lack of time, both of which have been shown as barriers for teacher motivation to engage in CPD. Although the nature of contemporary school environments seems to be characterised by an increasing amount of teacher work and less time, the cooperative community of a school can

help reduce teachers' stress and other negative feelings and prevent these feelings from inhibiting teachers from engaging in CPD.

7.3.3. CPD facilitators

CPD facilitators should also take advantage of findings that the majority of teachers found CPD valuable and useful for their profession. CPD facilitators and policymakers should make sure that CPD is relevant to teachers' professional needs and are provided by credible facilitators as these were confirmed to be the major influential factors on teacher motivation to engage in CPD. In addition, facilitators need to make sure that the expert facilitators are knowledgeable, both theoretically and practically in relation to the teaching profession.

The study participants believed that CPD lack focus on issues around student motivation. For example, issues around how to motivate students to learn and motivational theories. Thus, CPD facilitators should take such issues into consideration as they have been widely acknowledged as a major goal of any educational system.

In relation to formal CPD, educational conferences were shown as one of the influential factors on teachers' motivation to develop themselves. Hence, hosting educational conferences about teachers' needs and students' learning would be beneficial for teachers. Globally there are many conferences hosted every year; however, it seems that there is a lack of such conferences in Saudi Arabia. Therefore, since Saudi Arabian teachers appreciated

the value of conferences for their profession, CPD facilitators should take advantage of this and try to host a conference at least once a year.

CPD facilitators should also pay attention to the most valuable informal activities which were meaningful discussions and cooperation with peers. They need to design CPD that ensure teachers engage in discussions with others and work jointly with peers. Although delivering CPD through a credible expert is important, teachers highly value interactions with other teachers and they could gain the benefit of others' experiences. In addition, facilitators should work with school leadership to enhance cooperation and discussion between teachers during school hours as well.

7.3.4. Teachers

High school teachers in Saudi Arabia should be proud of what they are doing and try not to be affected by the negative label attached to them which unfortunately seems to be a global phenomenon in relation to teaching and teachers. Teacher feelings can affect their development. According to Tait-McCutcheon and Drake (2016), feelings of teachers about themselves, their students, their schools, and CPD can greatly affect the success of CPD. Hence, all stakeholders should take into consideration how teachers feel regarding their profession and put effort into enhancing teachers' satisfaction with their job. The previous recommendation can offer some suggestions to enhance teachers' positive feelings. Some examples are rebuilding the positive image of teachers within society, reducing the heavy workload of teachers and providing teachers with more time in schools.

In addition, to reduce influential factors that might negatively affect teacher motivation to engage in CPD, teachers should be active members of their school communities by engaging in meaningful discussions and collaborative activities with peers. This will help not only to meet their professional needs but also to reduce the negative consequences derived from the overwhelming workload and the lack of time.

Moreover, as CPD facilitation requires experts who have expertise in diverse areas including content knowledge and professional experiences, teacher leaders who engage with teachers in several activities and understand their needs better could play an important role in this regard. Therefore, it is highly recommended that school leaders should engage in the process of designing, implementing CPD. They might need to make an effort and spend more time developing relevant skills and knowledge regarding CPD design and provision, however, in the end, it is worthwhile.

7.3.5. Further research

- Teacher motivation to engage in CPD is a broad topic so there is a need remaining for further research in different places/countries to strengthen/weaken the current results. This can be done through other participant categories including elementary/intermediate or even high school teachers, school leadership, CPD facilitators and policymakers.

- Another way to address this gap can be through focusing on some motivational theories such as self-efficacy, Self-Determination and expectation–value theories.
- The current study has centred on high school teachers, however, there should also be studies to investigate primary and intermediate school teacher motivation in relation to CPD and whether it differs from high school teacher motivation.
- As shown that rewards can play an important role in teacher motivation to engage in CPD, the influence of the Education Excellence Award establish by the Ministry of Education in Saudi Arabia on teacher motivation to engage in appears to be unaddressed yet. Hence, it is recommended to be undertaken by local researchers in Saudi Arabia.
- Collaborative professional learning communities seem to be an important topic in relation to teacher motivation and CPD. While there is research pertaining to a range of countries around the world, there is a need for research focused on this aspect of CPD in Saudi Arabia.
- The differences between formal and informal CPD in relation to meeting the three psychological needs as highlighted in Deci and Ryan’s Self-Determination Theory (2000).

- There is a need to investigate to what extent teachers are involved in designing CPD and the influence of that on their motivation to engage in CPD.
- The role of educational policies and reforms in enhancing teacher motivation to engage in CPD remains unaddressed.
- The relationship between the facilitators of CPD and teacher motivation to engage in CPD is still unaddressed.
- The effect of negative stereotypes on teacher motivation to engage in CPD.
- Researchers should take advantage of new social applications that become commonly used by society to help them collect their target sample of their study. While WhatsApp is a good example for researchers in Saudi Arabia, other societies might have another application that is more popular and can be used to collect data.
- There are some theories of motivation which can fit teacher motivation to engage in CPD. However, it seems that there is a remaining need for a comparative study to examine which motivational theories are most pertinent and help to understand all aspects of teacher motivation to engage in CPD.

7.4.Limitations

As intended, the online questionnaire data was planned to be collected from the large forum of Saudi Arabian teachers which has approximately half a million members. However, after several attempts, data from about 50 teachers had only been collected which was surprising to me. Hence, I chose another means which appears to be more popular these days in Saudi Arabia as well as other parts of the world: WhatsApp Messenger. Through this medium, I was able to collect the sample of the study, 425 participants, in a few weeks.

The study sample of participants can be considered a limitation because the sample only contained 455 high school teachers in Saudi Arabia where the population of teachers is about half a million. However, the participants appeared to provide a sound sample for some reasons. Firstly, there was noteworthy diversity among the sample. They came from different areas in Saudi Arabia, different ages and levels of experience, both genders, and different subject areas. Secondly, after collecting data via the online questionnaire, I conducted another questionnaire with another group of teachers who had not participated in the main questionnaire, changing the order of sub-questions to make sure that the original order in the main questionnaire did not affect participants' responses. Interestingly, the results were almost parallel with the previous data which enhanced the researcher's confidence in the results.

The current study has focused only on the Saudi Arabian context and only included high school teachers, so it can be debated whether the findings can be generalised to different contexts and countries.

The current study has not investigated teacher motivation through a specific motivational theory, such as SDT and self-efficacy, which could suggest a number of strategies to understand how to enhance teacher motivation to the optimal level. This could be seen as a limitation of this study. However, there are some rationales for not doing so. Firstly, the study approach has helped to investigate teacher motivation in a wider context which resulted in introducing a large number of motivational factors influencing teacher motivation to engage in CPD. If I had only implemented one motivational theory, I would not have been able to achieve such an important advantage. In addition, as mentioned in the discussion chapter, this approach has provided an understanding of teacher motivation by discovering several factors associated with different theories, rather than just one theory. Hence, despite the usefulness of implementing a specific motivational theory, it could lead to an incomplete picture about what really influences teacher motivation to engage in CPD because of the limited number of factors provided through one theory.

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Appendices

Appendix 1

Participant Information Sheet (Questionnaire)

High School Teacher Motivation to Engage in Continuing Professional Development (CPD)
Programmes: A Mixed Methods Study

An Invitation

My name is Yahya Alghamdi. I am a PhD student in Educational Psychology at Massey University. I am inviting you to participate in a research project that I am leading entitled, *'High school teacher motivation to engage in Continuing Professional Development (CPD) programmes: A mixed methods research'*. If you agree to participate in this study, it will be highly appreciated.

What is the purpose of this research?

The purpose of the research is to investigate to what extent high school teachers are motivated to engage in continuing professional development (CPD) programmes, and to examine the factors that could enhance or diminish their motivation for CPD. This research has come about due to concerns about a perceived lack of teacher motivation to engage in CPD and therefore improve their professional skills through the engagement in CPD. I intend

to use the findings to contribute to improving the current situation in Saudi Arabia through highlighting the factors that affect teacher motivation to engage in CPD.

How were you chosen for this invitation? And how do you participate?

My research population is high school teachers, hence, I would like to invite you to participate because you are a high school teacher. This invitation has been extended to 2000 Saudi Arabian high school teachers through the forums of teachers in Saudi Arabia. I hope that you will volunteer to be one of our groups with whom we can work to obtain valuable information. If you would like to participate, you will be invited to complete an online questionnaire that will take approximately 15-20 minutes.

If you would like to participate, what are the risks of being involved?

You may feel concerned about answering the questionnaire. However, it does not need to be worried since there is no requirement for stating your name or anything that could identify you. Your survey will be anonymous.

If you participate, what are your rights?

You are under no obligation to accept this invitation, however, if you decide to participate, you have the right to:

- withdraw from the study at any point;
- ask any questions about the study at any time during participation;
- decline to answer any particular question;

- provide information on the understanding that your name will not be used unless you give permission to the researcher.

When the project is concluded, you will receive an Executive Summary of the final report and will be given access to the full report upon request.

If you participate, how will your data be managed and stored?

Your data will be stored securely in password protected electronic files or locked filing cabinets for five years after completion of the project, and then it will be destroyed.

Note

Since you have read this information sheet and have had the details of the study explained to you, your completion of the questionnaire implies your consent to participate in the study.

Who should you contact about further information about the research?

Should you have any questions, please contact the researcher on [REDACTED]

[REDACTED] or via the email: [REDACTED]

You may also contact either of the researcher's supervisors from Massey University:

Associate Professor Alison Kearney

Institute of Education Massey University

Private Bag 11222

Palmerston North

New Zealand

a.c.kearney@massey.ac.nz

Associate Professor Sally Hansen

Institute of Education Massey University

Private Bag 11222

Palmerston North

New Zealand

S.E.Hansen@massey.ac.nz

Yours sincerely,

Yahya Alghamdi

Appendix 2

Participant Information Sheet (Focus groups)

High School Teacher Motivation to Engage in Continuing Professional Development (CPD)

Programmes: A Mixed Methods Research

An Invitation

My name is Yahya Alghamdi. I am a PhD student in Educational Psychology at Massey University. You kindly completed a questionnaire that formed part of my PhD study which is focused on high school teacher motivation to engage in Continuing Professional Development (CPD) programmes and have indicated an interest in participating in phase two of this study. If you agree to participate in this phase, it will be highly appreciated.

What is the purpose of this research?

The purpose of the research is to investigate to what extent high school teachers are motivated to engage in continuing professional development (CPD) programmes, and to examine the factors that could enhance or diminish their motivation for CPD. This research has come about due to concerns about a perceived lack of teacher motivation to engage in CPD and therefore improve their professional skills through the engagement in CPD. I intend to use the findings to contribute to improving the current situation in Saudi Arabia through highlighting the factors that affect teacher motivation to engage in CPD.

How were you chosen for this invitation? And how do you participate?

As you know from participating in phase one of this research, my research population is high school teachers. The invitation was extended to 2000 Saudi Arabian high school teachers through the forums of teachers in Saudi Arabia to complete a questionnaire. As you voluntarily accepted my invitation to participate in the second stage of my study that comprises focus group interviews, you are invited to be a member of these groups. The aim of these groups is to deeply explain the main findings emerging from the questionnaire data analysis. Your participation will be valuable and will contribute to an improved understanding of why teachers are motivated or demotivated for CPD. Depending on the number of participants in phase two, there will be five focus groups consisting of five teachers who live close to each other. There will be mostly one session for each group, lasting between half an hour and an hour. As the participants have provided me with their contact information, I will discuss with you the convenient time and place for each group.

If you would like to participate, what are the risks of being involved?

If you decided to participate, I would like to tape (sound record) the interview with your consent, nevertheless, you do not have to state your personal information (names, contact numbers) on the tape recording. No information whatsoever in regards to your personal details will be revealed to anyone or any entity without your permission. Once the interview is transcribed you will receive a copy of the transcription so that you can read or make any necessary changes to your interview. The transcript will be kept confidential without mentioning your name, and after completion of project, it will be disposed of by the researcher and the supervisors.

If you participate, what are your rights?

You are under no obligation to accept this invitation, however, if you decide to participate, you have the right to:

- withdraw from the study up to six weeks after the interview;
- ask any questions about the study at any time during participation;
- decline to answer any particular question;
- provide information on the understanding that your name will not be used unless you give permission to the researcher.

When the project is concluded, you will receive an executive summary of the final report and will be given access to the full report upon request.

If you participate, how will your data be managed and stored?

Your data will be stored securely in password protected electronic files or locked filing cabinets for five years after completion of the project, and then it will be destroyed.

Who should you contact about further information about the research?

Should you have any questions, please contact the researcher on [REDACTED]

[REDACTED] or via the email: [REDACTED]

You may also contact either of the researcher's supervisors from Massey University:

Associate Professor Alison Kearney

Institute of Education Massey University

Private Bag 11222

Palmerston North

New Zealand

a.c.kearney@massey.ac.nz

Associate Professor Sally Hansen

Institute of Education Massey University

Private Bag 11222

Palmerston North

New Zealand

S.E.Hansen@massey.ac.nz

Yours sincerely,

Yahya Alghamdi

Appendix 3

Focus Group Participant Consent Form

High School Teacher Motivation to Engage in Continuing Professional Development (CPD)

Programmes: A Mixed Methods Research

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to the interview being sound recorded

I agree not to disclose anything discussed in the Focus Group.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

Date:

.....

Full Name - printed

.....

Appendix 4

Authority for the Release of Transcripts

High School Teacher Motivation to Engage in Continuing Professional Development (CPD)
Programmes: A Mixed Methods Research

I confirm that I have had the opportunity to read and amend the transcript of the interview conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

Signature:

Date:

.....

.....

Full Name printed

.....

Appendix 5

Teacher Motivation for Continuing Professional Development (CPD) (Online Questionnaire)

Numerous studies have confirmed that continuing professional development (CPD) is critical for teachers in order to bring about change in their classroom practices, their attitudes and beliefs, in the learning outcomes of students and in the whole education system. Therefore, this questionnaire aims to investigate whether high school teachers in Saudi Arabia are motivated or unmotivated to engage in CPD and the factors that may influence their motivation. So I invite you to participate in the questionnaire by answering all questions carefully in order to reach the good results that would benefit all. Your participation is highly appreciated.

A. Demographic Information

Please tick the appropriate response

1. Identify your gender

☐ Male ☐ Female

2. Identify your age

☐ 22-27 years ☐ 28-33 years ☐ 34-40 years ☐ 40-45 years ☐ over 45 years

3. Select your qualification level

- ☐ Bachelor's Degree with education diploma ☐ Bachelor's Degree without education diploma ☐ Master Degree ☐ Doctorate Degree

4. How long have you been working as a teacher?

- ☐ 1-5 years ☐ 6- 10 years ☐ 11-15 years ☐ 16-20 years ☐ over 20 years

5. What is your teaching subject?

- ☐ Math and Science ☐ Linguistics (Arabic & English) ☐ Islamic studies
☐ Social studies ☐ others:

6. In which province are you teaching?

- ☐ Central ☐ Western ☐ Eastern ☐ Southern ☐ Northern

7. Are you teaching in

- ☐ Urban areas ☐ Rural areas

B. Teacher Motivation for CPD:

This section addresses teachers' perceptions of and motivation for continuous professional development (CPD).

1. What is the main reason for you to want to be a teacher? Give one reason please.

.....

...

2. Do you believe that the teaching profession requires from teachers to be continuously developed? *Please tick the appropriate box.*

Definitely yes	Yes	Unsure	No	Definitely No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent do you agree that high school teachers should engage in CPD every year? *Please tick the appropriate box.*

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How would you generally describe your personal motivation to engage in CPD? *Please tick the appropriate box.*

Very motivated	Motivated	Neither motivated or unmotivated	Unmotivated	Very unmotivated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How many times have you engaged in CPD over your teaching career? *Please tick the appropriate box.*

0 time	1-2 times	3- 4 times	5-6 times	over 7 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How useful do you think that CPD is for you as a teacher to engage in? ***Please tick the appropriate box.***

Very useful	Useful	Unsure	Useless	Very useless
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Do you agree that CPD need to be compulsory upon teachers? ***Please tick the appropriate box.***

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In terms of CPD, formal and informal, have you engaged in any of the following CPD? If yes, please rank how valuable these activities have been to you in your development as a teacher ***by ticking the appropriate box.***

CPD	Participation		Value			
	Yes	No	Very valuable	valuable	Little value	No value
Formal Activities						

Education diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational conference or seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
training programmes out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
training programmes inside school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visiting peers classes in another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal Activities						
online learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visiting peers classes in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
meaningful discussions with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
independent research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professional reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaborating with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Which type of CPD do you believe is more motivating for you to develop yourself professionally? *Please tick the appropriate box.*

Formal CPD	Informal CPD
<input type="checkbox"/>	<input type="checkbox"/>

10. Thinking generally about CPD that you have engaged in, how valuable do you think these programmes were in relation to the following aspects? *Please tick the appropriate box.*

Objectives	Very valuable	valuable	Little value	No Value	Not applicable
Improving your teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing your class management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broadening your knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping pace with new pedagogical practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing your confidence as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivating you to learn more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing educational theories around students learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your understanding of how students can learn best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing your students' outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. If there is another aspect that confirms the value of CPD, please state it here:

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. If you have another opportunity to engage in CPD, would you like to engage?

Please tick the appropriate box.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

13. In some countries, teachers have to engage in approximately 100 hours a year of CPD and in other countries, teachers need to provide what they have been done for their professional development every 5 years, do you think that we should adopt such approaches in Saudi Arabia? *Please tick the appropriate box.*

Definitely yes	Yes	Unsure	No	Definitely No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. In terms of the teacher license that will be applied in Saudi Arabia soon, do you think that the teacher license will further enhance teachers' engagement in CPD to achieve the license standards? *Please tick the appropriate box.*

Definitely yes	Yes	Unsure	No	Definitely No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Factors Influencing Teacher Motivation for CPD

There are different factors that either motivate or demotivate teachers for CPD. This section investigates these factors.

Policy and Government Factors Influencing Teacher Motivation to Engage in CPD

1. The following are policy and government factors that may influence teacher motivation to engage in CPD. Please read each statement and rate its influence on your motivation to engage in CPD.

Statements	Very strong influence	Strong influence	Unsure	Some influence	No influence
If there are incentives and rewards (e.g. monetary, certificates, praise, recognition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If CPD is obligatory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If CPD is optional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because it is an integral part of the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because new educational policies and reforms require CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If the education policies support CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. If there are other important aspects, please write them down and rate their influence below.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Factors Influencing Teacher Motivation to Engage in CPD

1. The following are school factors that may influence teacher motivation to engage in CPD. Please read each statement and rate its influence on your motivation to engage in CPD.

Statements	Very strong influence	Strong influence	Unsure	Some influence	No influence
When I receive support from the school administration and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have a good relationship with other teachers in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When some of my friends engage in with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If I have sufficient time during the school time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the amount of my school working is decreased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If recommended by supervisors, principals or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When there are needs for my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve my class management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve my students learning and achievement outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my students are keen to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When the learning resources in school are activated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are other important aspects, please write them down and rate their influence below.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CPD Factors Influencing Teacher Motivation to Engage in CPD

1. The following are CPD factors that may influence teacher motivation to engage in CPD. Please read each statement and rate its influence on your motivation to engage in CPD.

Statements	Very strong influence	Strong influence	Unsure	Some influence	No influence
If CPD fit my professional needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When CPD provide me with new knowledge and educational practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When the programmes are related to the school curriculum content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it is valuable and useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When the content of CPD is relevant and effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When implemented in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When implemented out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When implemented in a suitable time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When the presenters of CPD is able and qualified to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When CPD provides an opportunity to have constructive discussions with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are other important aspects, please write them down and rate their influence below.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Factors Influencing Motivation to Engage in CPD

1. The following are within-teacher factors that may influence teacher motivation to engage in CPD. Please read each statement and rate its influence on your motivation to engage in CPD.

Statements	Very strong influence	Strong influence	Unsure	Some influence	No influence
Because I desire to contribute to improving the education in my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve my teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be a successful teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To become a life-long learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To deepen my understanding of how students learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To obtain a higher position in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To deepen my perceptions and understanding of my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To establish new relationships with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To have an additional certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I was involved in the design of CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be able to understand and keep pace with the digital world's students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because my religion highly recommends me to perfect my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To achieve my personal goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To strengthen my confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To escape from boredom and work routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To satisfy myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To gain a teacher license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because the previous programme was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of the difficulty of my subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I expect that I cannot surpass the difficulties of my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of the hardship of handling new technology tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are other important aspects, please write them down and rate their influence below.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note for teachers who live in Jeddah:

If you live in Jeddah, I would like to invite you to participate in the second stage of my study, comprising focus group interviews to deeply explore the main themes of the data collected from this questionnaire. If you would like to be part of our focus groups, you will be within a group of 4-5 teachers to discuss one theme in only one session. The session will take approximately 30 minutes to an hour. If you decide to participate, I will be glad to have you with our teams, so please send your information contact to my email below

████████████████████

Many thanks to everyone who has participated in the questionnaire and those who show their interest to participate in the second phase of my study.

Kind regards

Yahya Alghamdi

Appendix 6

A Letter of Massey Human Ethics Committee Approval



Date: 09 February 2017

Dear Yahya Alghamdi

Re: Ethics Notification - SOB 16/38 - High School Teacher Motivation to Engage in Continuing Professional Development (CPD) Programmes: A mixed Methods Research

Thank you for the above application that was considered by the Massey University Human Ethics Committee: Human Ethics Southern B Committee at their meeting held on Thursday, 9 February.

Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Dr Brian Finch
Chair, Human Ethics Chairs' Committee and Director (Research Ethics)

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand T 06 350 5573; 06 350 5575 F 06 355 7973
E humanethics@massey.ac.nz W <http://humanethics.massey.ac.nz>

Appendix 7 Arabic Versions

Appendix 7/A

ورقة معلومات المشارك في الاستبانة

دافعية المعلمين للانخراط في برامج التطوير المهني المستمر

الدعوة للمشاركة

اسمي يحيى الغامدي، وأدرس حالياً مرحلة الدكتوراة في تخصص علم النفس التربوي في جامعة ماسي في نيوزلندا. بسرني أن أدعوك أخي الكريم للمشاركة في مشروع البحث الذي أقوم به حالياً والذي هو بعنوان: *دافعية المعلمين للانخراط في برامج التطوير المهني المستمر: منهج بحث مختلط*. مشاركتك في الدراسة هي محل تقدير كبير.

ما هو الهدف من البحث؟

تهدف الدراسة الحالية إلى التعرف على مدى الدافعية التي لدى المعلمين للمشاركة في برامج التطوير المهني المستمر، ومعرفة العوامل المؤثرة سلباً أو إيجاباً في دافعتهم للمشاركة. جاء هذا البحث نتيجة لدراسات أخرى أكدت وجود نقص لدى المعلمين في دافعتهم لهذه البرامج، ومن ثم في تطوير المهارات المهنية المكتسبة من خلال المشاركة في هذه البرامج. أنا أرغب في تفعيل النتائج المستخرجة من البحث للمساهمة في تطوير الوضع الحالي للتعليم في المملكة العربية السعودية من خلال الكشف عن العوامل المؤثرة في دافعية المعلمين لهذه البرامج.

كيف تم اختيارك ودعوتك للمشاركة؟ وكيف تشارك في هذه الدراسة؟

أهدف في بحثي هذا للوصول إلى معلمي المرحلة الثانوية في السعودية تحديداً، ومن هنا رغبت في دعوتك كونك معلماً في المرحلة الثانوية. علماً بأن هذه الدعوة ستصل إلى قرابة 2000 معلماً في السعودية، وقد تزيد، من خلال منتدى المعلمين والمعلمات في السعودية والذي يضم قرابة النصف مليون عضو. أنا آمل في تطوعك للمشاركة معنا مع هذه

العينة الكريمة المختارة والتي من خلالها سنساهم بإيجاد معلومات قيمة يستفيد منها الجميع. إذا ربيت في المشاركة فإنني أدعوك إلى إكمال الاستبانة الإلكترونية بكل صدق وعناية، علما بأنها لن تأخذ من وقتك الثمين سوى حوالي 15 دقيقة.

إذا قررت المشاركة، فهل هناك مخاطر محتملة من مشاركتك؟

قد يشعر بعض المشاركين بقلق تجاه الإجابة على أسئلة الاستبانة. اطمئن، فليس هناك ما يدعو للقلق حيث إنه ليس هناك أي طلبات أو أسئلة حول المعلومات الشخصية سواء في الاستبانة أو في البحث نفسه. لذا فالمشاركون في الاستبانة هم مجهولو الهوية ولا يهم الباحث إلى أن يكونوا معلمين في المرحلة الثانوية في السعودية.

إذا شاركت، ما هي حقوقك؟

لن تكون أبدا تحت أي ضغط لقبول الدعوة للمشاركة، ومع هذا إذا قبلت المشاركة فلديك الحق في أن:

- تلغي مشاركتك أو التوقف في أي مرحلة من مراحل الاستبانة
 - تسأل أي سؤال حول الدراسة في أي وقت أثناء مشاركتك
 - ترفض الإجابة على أي سؤال فيه تدخل في الخصوصيات
 - تعرف أن اسمك أو معلوماتك لو قدمتها لن تستخدم إلا إذا أذنت للباحث بنفسك
- في نهاية البحث سوف تستلم ملخص للتقرير النهائي للبحث وسوف تمكن من الوصول للبحث كاملا إذا رغبت في ذلك.

تنبيه

حيث إنه مطلوب من الباحث أن يعطي المشارك معلومات عن الدراسة ويطلب منه الإذن بالمشاركة كتابيا، فإن مشاركتك الكريمة وإكمالك للاستبانة تعد إذنا منك في ذلك.

إذا شاركت، ماذا سيحصل لإجاباتك ويستفاد منها؟

بعد الاستفادة منها فيما يخص البحث، إجاباتك سوف تحفظ في مكان آمن محفوظ بكلمة سر لمدة خمس سنين بعد إكمال الدراسة ومن ثم ستلغى بعد ذلك.

عند رغبتك في معلومات إضافية

إذا أردت معلومات إضافية عن البحث فإمكانك الاتصال مباشرة بالباحث على الأرقام التالية:

أو الرقم النيوزلندي [REDACTED] أو عن طريق مراسلته عبر الإيميل التالي:

[REDACTED]

بالإضافة إلى أنه يمكنك مراسلة أحد المشرفين على الباحث في جامعة ماسي:

د. أليسون كيرني

كلية التربية في جامعة ماسي

البريد الخاص 11222

بالمرستورث

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a.c.kearney@massey.ac.nz

د. سالي هينسون

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Appendix 7/B

ورقة معلومات المشارك في مجموعات النقاش التركيزية
دافعية المعلمين للانخراط في برامج التطوير المهني المستمر

الدعوة للمشاركة

اسمي يحيى الغامدي، وأدرس حاليا مرحلة الدكتوراة في تخصص علم النفس التربوي في جامعة ماسي في نيوزلندا. بسرني أن أدعوك أخي الكريم للمشاركة في مشروع البحث الذي أقوم به حاليا والذي هو بعنوان: *دافعية المعلمين للانخراط في برامج التطوير المهني المستمر: منهج بحث مختلط*. مشاركتك في الدراسة هي محل تقدير كبير.

ما هو الهدف من البحث؟

تهدف الدراسة الحالية إلى التعرف على مدى الدافعية التي لدى المعلمين للمشاركة في برامج التطوير المهني المستمر، ومعرفة العوامل المؤثرة سلبا أو إيجابا في دافعتهم للمشاركة. جاء هذا البحث نتيجة لدراسات أخرى أكدت وجود نقص لدى المعلمين في دافعتهم لهذه البرامج، ومن ثم في تطوير المهارات المهنية المكتسبة من خلال المشاركة في هذه البرامج. أنا أرغب في تفعيل النتائج المستخرجة من البحث للمساهمة في تطوير الوضع الحالي للتعليم في المملكة العربية السعودية من خلال الكشف عن العوامل المؤثرة في دافعية المعلمين لهذه البرامج.

كيف تم اختيارك ودعوتك للمشاركة؟ وكيف تشارك في هذه الدراسة؟

كما تعرف من خلال مشاركتك معنا في المرحلة الأولى حيث أجبت مشكورا على أسئلة الاستبانة ووافقت مشكورا أن تكون معنا متطوعا في المرحلة الثانية والتي تضم مجموعات تركيز لمناقشة بعض القضايا التي ظهرت في الاستبانة بشكل أعمق. لذا سوف تكون عضوا في إحدى المجموعات والتي نهدف من ورائها إلى الكشف عن حقيقة العوامل والأسباب الكامنة وراء دافعية المعلمين لبرامج التطوير المهني المستمر سلبا أو إيجابا. مشاركتك قطعاً ستكون ذات قيمة كبيرة وستساهم في العمل على زيادة فهمنا للوضع الحقيقي لدافعية المعلمين لهذه البرامج. بحسب عدد المعلمين الذين قبلوا

الدعوة مشكورين للمساهمة في هذه المرحلة، سيتم تقسيم المشاركين إلى قرابة 5 مجموعات، تضم كل مجموعة ما يقارب 4-5 معلمين. وسنحرص على أن يكون أفراد كل مجموعة مناسبين لبعضهم من حيث المنطقة السكنية والتخصص والخبرات التدريسية ونحوها. سنكون على اتصال قريب بإذن الله تعالى مع أولئك الراغبين في الانضمام لنا والذين زودوني مشكورين بأرقام التواصل.

إذا قررت المشاركة، فهل هناك مخاطر محتملة من مشاركتك؟

إذا قررت مشكورا المشاركة معنا، فإني أود أن أخبرك بأن طبيعة النقاش بين المجموعات يتطلب تسجيل النقاش صوتيا فقط، وليس هناك داع للقلق في هذا حيث إنه لن نطلب منك ذكر أي من معلوماتك أو اسمك. لن تظهر أي معلومة تخصك إلى أي شخص أو جهة ما لم تأذن بذلك بشكل صريح. بعد ذلك، حينما يتم النقاش ستفرع المادة الصوتية متابة وسترسل لكم نسخ منها لمراجعتها ووضع أي تعديل ترى أنه مهم. بعد ذلك ستحفظ هذه المادة المفرغة بشكل سري وآمن إلى حين الانتهاء من الرسالة حيث ستم التخلص منها بعد ذلك.

إذا شاركت، ما هي حقوقك؟

لن تكون أبدا تحت أي ضغط لقبول الدعوة للمشاركة، ومع هذا إذا قبلت المشاركة فلديك الحق في أن:

- تلغي مشاركتك أو التوقف في أي مرحلة من مراحل الاستبانة
- تسأل أي سؤال حول الدراسة في أي وقت أثناء مشاركتك
- ترفض الإجابة على أي سؤال فيه تدخل في الخصوصيات
- تعرف أن اسمك أو معلوماتك لو قدمتها لن تستخدم إلا إذا أذنت للباحث بنفسك

في نهاية البحث سوف تستلم ملخص للتقرير النهائي للبحث وسوف تمكن من الوصول للبحث كاملا إذا رغبت في ذلك.

إذا شاركت، ماذا سيحصل لإجاباتك وكيف سيستفاد منها؟

بعد الاستفادة منها فيما يخص البحث، إجاباتك سوف تحفظ في مكان آمن محفوظ بكلمة سر لمدة خمس سنين بعد إكمال الدراسة ومن ثم ستتلف بعد ذلك.

عند رغبتك في معلومات إضافية

إذا أردت معلومات إضافية عن البحث فإمكانك الاتصال مباشرة بالباحث على الأرقام التالية:

أو الرقم النيوزلندي [REDACTED] أو عن طريق مراسلته عبر الإيميل التالي:

[REDACTED]

بالإضافة إلى أنه يمكنك مراسلة أحد المشرفين على الباحث في جامعة ماسي:

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Appendix 7/C

ورقة إذن للمشاركة في مجموعات النقاش التركيزية

دافعية معلمي المرحلة الثانوية للانخراط في برامج التطوير المهني المستمر

أقر بأنني قد قرأت المعلومات المتعلقة بالدراسة والتي كتبت لي في ورقة المعلومات وقد كانت واضحة لي، كما أنني فهمت مضمونها وأهميتها.

وأوافق فيما يتعلق بمجموعات النقاش التركيزية أنه لا ينبغي لي أن أظهر أي معلومات تتعلق بالقروب المشاركون فيه. وأوافق أيضا بأنني سأشارك في هذه الدراسة تطوعا مني وأن ألتزم بما علي القيام به في جلسات النقاش.

التوقيع: التاريخ:

الاسم كاملا:

Appendix 7/D

ورقة الإذن باستخدام النص المكتوب (مجموعات التركيز)

دافعية معلمي المرحلة الثانوية للانخراط في برامج التطوير المهني المستمر

أؤكد بأنني قد حصلت على فرصة قراءة وتعديل نص المقابلات التي شاركت فيها في مجموعات التركيز.

أقر بأن النص المكتوب والاقتباسات التي قد تؤخذ منه قد تستخدم في التقارير والمنشورات التي تخرج عن البحث.

الاسم كاملاً:

التوقيع:

التاريخ:

Appendix 7/E

مقياس دافعية المعلمين للانخراط في برامج التطوير المهني المستمر

هذا المقياس جزء من بحثي للدكتوراة حول دافعية للمعلمين للتطوير

دراسات عديدة أكدت أن برامج التطوير المهني المستمر أمر حاسم ومهم للمعلمين، والذي من شأنها أن تساعد في إحداث تغيير مهم في جوانب عدة، من أهمها: الأساليب الصفية، مواقف واعتقادات المعلمين، ارتفاع مستوى تعلم الطلاب ومن ثم تحسين النظام التعليمي برمته. ومن هنا، فإن هذا المقياس يهدف إلى البحث فيما إذا كان معلمو المرحلة الثانوية في السعودية لديهم الدافعية والرغبة في المشاركة في برامج التطوير المهني أم لا. ولأهمية رأيك في الموضوع، فأنا أدعوك عزيزي معلم المرحلة الثانوية إلى المشاركة في هذه الاستبانة من خلال الإجابة على أسئلتها بشكل دقيق حتى نصل معا إلى نتائج جيدة باستطاعتنا الاعتماد عليها فيما ينفعلنا مستقبلا بإذن الله.

القسم الأول: أسئلة عامة

1. الجنس: ☐ ذكر ☐ أنثى
2. العمر: ☐ 27-22 سنة ☐ 33-28 سنة ☐ 40-34 سنة ☐ 45-40 سنة ☐ أكثر من 45 سنة
3. أعلى شهادة تعليمية: ☐ بكالوريوس تربوي ☐ بكالوريوس غير تربوي ☐ ماجستير ☐ دكتوراة
4. العمر الوظيفي: ☐ 5-1 سنوات ☐ 6-10 سنوات ☐ 11-15 سنة ☐ 16-20 سنة ☐ أكثر من 20 سنة
5. التخصص: ☐ رياضيات وعلوم ☐ لغويات (عربي وانجليزي) ☐ دراسات إسلامية ☐ دراسات اجتماعية ☐ غيرها (فضلا اذكرها):
6. في أي منطقة تدرس: ☐ الوسطى ☐ الغربية ☐ الشرقية ☐ الجنوبية ☐ الشمالية
7. هل تدرس في: ☐ أرياف وقرى ☐ مدينة متحضرة

القسم الثاني: دافعية المعلمين للتطوير المهني المستمر

1. ما هو السبب الرئيسي لاختيار وظيفة التعليم؟

.....

2. هل تعتقد أن وظيفة التعليم ذاتها تتطلب من المعلمين أن يكونوا متطورين باستمرار؟

بالتأكيد نعم	نعم	غير متأكد	لا	بالتأكيد لا

3. إلى أي مدى توافق أو لا توافق أن معلمي المرحلة الثانوية ينبغي أن ينخرطوا في برامج التطوير المهني المستمر

بشكل سنوي؟

أوافق بشدة	أوافق	لست موافق ولا مخالف	غير موافق	غير موافق بشدة

4. بشكل عام، كيف تصف دافعية الشخصية للانخراط في برامج التطوير المهني المستمر؟

دافعية عالية جدا	دافعية عالية	محايد	لدي دافعية ضعيفة	ليس لدي دافعية بتاتا

5. كم مرة سبق لك الانخراط في برامج التطوير المهني المستمر في عمرك الوظيفي؟

لم يسبق لي المشاركة	مرة أو مرتين	3-4 مرات	5-6 مرات	أكثر من 7 مرات

6. إلى أي مدى تعتقد أن الانخراط في برامج التطوير المهني المستمر مفيد لك كمعلم؟

مفيد جدا	مفيد	غير متأكد	غير مفيد	غير مفيد بتاتا

7. هل تتفق مع من يرى أن برامج التطوير المهني المستمر بحاجة لأن تكون إلزامية على المعلمين؟

أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة

8. فيما يتعلق تحديدا بنوعية برامج التطوير المهني المستمر (رسمية وغير رسمية)، هل سبق لك الانخراط في

البرامج التالية؟

البرامج الرسمية	نعم	لا	البرامج غير الرسمية	نعم	لا
الدبلوم التربوي			التعليم عن طريق الانترنت		
حضور مؤتمر أو ورش عمل تربوية			زيارات متبادلة بين المعلمين في المدرسة		
دورات تدريبية خارج المدرسة			مناقشات هادئة مع المعلمين		
دورات تدريبية داخل المدرسة			القيام ببحث أو بحوث تربوية		
زيارات معلمين في مدراس أخرى			قراءات تربوية		
			التعاون مع المعلمين فيما يتعلق بالتدريس		

9. إذا كانت الإجابة بنعم في أي برنامج مما سبق، فضلا صنف مدى قيمته عليك في تطوير أدائك الوظيفي كمعلم

عن طريق اختيار المربع الأنسب له فقط.

البرامج الرسمية	ذو قيمة عالية	ذو قيمة	ذو قيمة متدنية	بلا قيمة
الدبلوم التربوي				
حضور مؤتمر أو ورش عمل تربوية				

				دورات تدريبية خارج المدرسة
				دورات تدريبية داخل المدرسة
				زيارات معلمين في مدراس أخرى
بلا قيمة	ذو قيمة متدنية	ذو قيمة	ذو قيمة عالية	البرامج غير الرسمية
				التعليم عن طريق الانترنت
				زيارات متبادلة بين المعلمين في المدرسة
				مناقشات هادفة مع المعلمين
				القيام ببحث أو بحوث تربوية
				قراءات تربوية
				التعاون مع المعلمين فيما يتعلق بالتدريس

10. أي نوع من هذين النوعين (الرسمي وغير الرسمي) تعتقد أن أكثر تأثيرا على دافعتك لتطوير ذاتك مهنيا؟

البرامج الرسمية ☐ البرامج غير الرسمية ☐

11. بالتفكير بشكل عام في برامج التطوير المهني المستمر التي سبق لك الاختراط فيها، كيف كانت فائدتها فيما

يتعلق بالجوانب التالية؟ فضلا اختر المربع الأنسب.

الجوانب	قيمة جدا	قيمة	قليلة القيمة	بلا قيمة
تطوير مهاراتك التدريسية				
تطوير إدارتك للصف				
تعميق فهمك لمادتك التدريسية				
مواكبة الأساليب التربوية الحديثة				
زيادة ثقتك بنفسك كمعلم				
زيادة دافعتك للتعلم أكثر				

				معرفة النظريات التربوية حول كيفية تعلم الطلاب
				تطوير فهمك لكيفية تعلم الطلاب بشكل أفضل
				تحسين مستوى أداء ونتائج الطلاب

12. إذا كان هناك جوانب أخرى مهمة، فيرجى وضعها في الجدول أدناه مع الإشارة إلى مدى قيمتها

الجوانب	قيمة جدا	قيمة	قليلة القيمة	بلا قيمة

13. لو أُتيحت لك فرصة أخرى للانخراط في برامج التطوير المهني فهل ترغب في المشاركة؟

نعم ☐ لا ☐

14. في بعض الدول حول العالم يجب على المعلمين الانخراط فيما يقارب 100 ساعة سنويا في برامج التطوير

المهني المستمر، وفي بعضها أيضا يحتاج المعلمون أن يقدموا ما يثبت تطورهم المهني كل 5 سنوات لتجديد

رخصتهم المهنية. هل تعتقد أننا ينبغي أن نتخذ هذا النهج في السعودية؟

بالتأكيد نعم	نعم	غير متأكد	لا	بالتأكيد لا

15. فيما يتعلق برخصة المعلم التي سوف تطبق قريبا في السعودية، هل تعتقد أنها سوف تساهم في زيادة رغبة

المعلمين في الانخراط في برامج التطوير المهني المستمر رغبة في تحقيق المعايير المطلوبة للرخصة؟

بالتأكيد نعم	نعم	غير متأكد	لا	بالتأكيد لا

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القسم الثالث: العوامل المؤثرة على دافعية المعلمين لبرامج التطوير المهني المستمر

هذا القسم يبحث العوامل التي قد تزيد من دافعية المعلمين أو تخفض دافعتهم للانخراط في برامج التطوير المهني المستمر.

أولاً- عوامل متعلقة بنظام التعليم بشكل عام

1. أدناه ستجد قائمة بعوامل متعلقة بنظام التعليم وسياسات الوزارة وإدارات التعليم والتي قد يكون لها أثر سلبي أو

إيجابي في دافعية المعلمين لبرامج التطوير المهني المستمر. المرجو منك تقييم هذه العوامل من ناحية قوة تأثيرها

على دافعية للمشاركة.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير
إذا كان هناك حوافز وجوائز مادية أو معنوية					
إذا كانت برامج التطوير المهني المستمر إلزامية					
إذا كانت برامج التطوير المهني المستمر اختيارية					
لأن البرامج جزء لا يتجزأ من مهنة التعليم					
لأن سياسات التعليم والإصلاح الجديدة تتطلب وجود هذه البرامج					

					إذا كانت إدارات التعليم والوزارة تقدم العون والدعم الكافي لهذه البرامج
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2. إذا كان هناك عوامل أخرى متعلقة بهذا الجانب، رجاء ذكرها في الجداول أدناه مع تقييمها.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير

ثانيا- عوامل متعلقة بالمدرسة والإشراف

1. أدناه ستجد قائمة بعوامل متعلقة بالمدرسة والإشراف والتي قد يكون لها أثر سلبي أو إيجابي في دافعية المعلمين

لبرنامج التطوير المهني المستمر. المرجو منك تقييم هذه العوامل من ناحية قوة تأثيرها على دافعية للمشاركة.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير
عندما أتلقي دعما من إدارة المدرسة والمشرفين					
عندما أكون على علاقة جيدة مع المدرسين في المدرسة					
عندما يشارك بعض زملائي المعلمين معي					

					عندما يكون لدي وقت كاف أثناء الدوام المدرسي
					عندما لا يكون هناك ضغط في العمل المدرسي
					إذا كانت البرامج موصى بها من قبل المشرفين أو المدير أو الزملاء المعلمين
					عندما يكون هناك حاجة للمدرسة
					لأطور مهارات الإدارة الصفية
					لتحسين مستوى تعلم طلابي ون نتائجهم
					عندما يكون طلابي حريصين على التعلم
					عندما تكون مصادر التعلم في المدرسة من مكتبة وغيرها مفعلة تفعيلا جيدا

2. إذا كان هناك عوامل أخرى متعلقة بهذا الجانب، رجاء اذكرها في الجداول أدناه مع تقييمها.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير

ثالثا- عوامل متعلقة بالبرامج نفسها

1. أدناه ستجد قائمة بعوامل متعلقة ببرامج التطوير المهني نفسها والتي قد يكون لها أثر سلبي أو إيجابي في دافعية

المعلمين لبرامج التطوير المهني المستمر. المرجو منك تقييم هذه العوامل من ناحية قوة تأثيرها على دافعية

للمشاركة.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير
إذا كانت البرامج تتوافق مع احتياجات المهنة كمعلم					
عندما تقدم لي البرامج معرفة جيدة وممارسات تربوية جديدة					
عندما تكون البرامج ذات علاقة وطيدة بمحتوى المنهج					
عندما تقدم البرامج فرصا جيدة لنقاشات بناءة مع المعلمين					
عندما يكون محتوى البرنامج ذا قيمة وأهمية					
عندما يقام في المدرسة					

					عندما يقام خارج المدرسة
					عندما يقام في وقت يناسبني
					عندما يكون مقدم البرنامج مؤهلا وقادرا على التدريب

2. إذا كان هناك عوامل أخرى متعلقة بهذا الجانب، رجاء اذكرها في الجداول أدناه مع تقييمها.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير

رابعاً- عوامل متعلقة بالمعلم نفسه

1. أدناه ستجد قائمة بعوامل متعلقة بالمعلمين أنفسهم والتي قد يكون لها أثر سلبي أو إيجابي في دافعية المعلمين

لبرنامج التطوير المهني المستمر. المرجو منك تقييم هذه العوامل من ناحية قوة تأثيرها على دافعية للمشاركة.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير
لأنني أرغب في المساهمة في تطوير التعليم في بلادي					
لتطوير مهاراتي التدريسية					
لأكون معلما ناجحا					
لرغبتي في أن أكون متعلما مدى الحياة					

				لتعميق فهمي لكيفية تعلم التلاميذ
				لأحصل على مكانة أعلى في وظيفتي
				لأوسع تصوري وفهمي لمهنتي كمعلم
				لتأسيس علاقات جديدة مع معلمين جدد
				لأحصل على شهادات أكثر
				عندما أكون مشاركا في اختيار البرامج وتصميمها
				لأكون قادرا على فهم ومواكبة التلاميذ في عصر التقنية والانترنت
				لأن ديني يحثني على إتقان العمل
				لأحقق بعض أهدافي الشخصية
				لأزيد من ثقتي بنفسي كمعلم
				هروبا من روتين العمل الممل
				لأكون راضيا عن نفسي

					كي أحصل على رخصة التعليم
					لأن البرنامج السابق الذي شاركت فيه كان مفيدا
					لصعوبة التخصص الذي أدرسه
					عندما أتوقع أنني لن أتمكن من تجاوز العقبات في مهنتي
					لصعوبة التعامل مع أدوات التقنية والكمبيوتر

1. إذا كان هناك عوامل أخرى متعلقة بهذا الجانب، رجاء اذكرها في الجداول أدناه مع تقييمها.

العوامل	ذو تأثير كبير جدا	ذو تأثير كبير	غير متأكد	له بعض التأثير	ليس له تأثير

ملاحظة مهمة للمعلمين الذين يسكنون في جدة:

إذا كنت ممن يقطنون في جدة، فإنني أود أن أدعوك مشكورا للمشاركة معي فالمرحلة الثانية للبحث والتي ستكون عبارة عن مجموعات نقاش مركزة تناقش أبرز الأفكار التي خرجت من هذه الاستبانة لمزيد من البحث والتتقيب عن الموضوع. إذا كنت ترغب في أن تكون جزءا من مجموعتنا، فسوف تكون ضمن مجموعة من المعلمين ما بين 4-5 معلمين لمناقشة

فكرة رئيسة واحدة وفي جلسة واحدة فقط. إذا قررت المشاركة، فإنه من دواعي سروري أن تكون معنا، لذا فضلاً أرسل لي معلومات الاتصال الخاصة بك على إيميلي المذكور في الأسفل

[REDACTED]

الشكر كل الشكر لكل من ساهم معنا في الإجابة على أسئلة الاستبانة ومزيديا من الشكر للإخوة الكران الراغبين في المشاركة معنا في المرحلة الثانية من البحث.

اللهم صل وسلم على عبدك ورسولك نبينا محمد

يحيى حامد الغامدي